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# THE NORTH CAROLINA TEACHER.

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NO. I.

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EUGENE G. HARRELL,       -       -       -       -

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Editor.

## A MODERN SCHOOL-GIRL.

BY ZOE ZENNOE.

A certain small maid from the district school,  
A glance that is keen, and bright, and cool,  
An "exponent one" of the Golden Rule,  
And (whisper this) "so smart."  
Fair and square as the ancient sphinx,  
She thinks that she knows and knows what she thinks;  
From knowledge she's won some tiny links  
From which she would hate to part.

Studies she has from A to Z,  
Mathematics and physics, geography,  
Botany, language and history,  
Hygiene, and all the rest;  
She's conversant with Nye, and Plato, and Pope,  
With critical critics is able to cope,  
She looks to the future with something like hope,  
And hopes for the best.

Politeness she has to a science, an art;  
From the *comme il faut* does she never depart,  
A good combination of mind and of heart,  
Precisely enough of each;  
Young, yet with aims for the higher, not dreams;  
She can sensibly talk on the "sensiblest" themes,  
A bright merry school-girl, and just what she seems,  
And aspiring—most haply—to teach.



She's cheerful and pleasant and always at ease,  
Her blunders you pardon, because she would please,  
From slang she refrains—even "Oh Socrates!"

A miniature lady, you know.

A sketch from the real, and not poetry fair,  
Reality real, though undoubtedly rare,  
As a teacher I wish they were so everywhere,  
School-girlishly girlish—you know.

—*Moderator.*

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## FREEMASONRY AMONG BOYS.

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JUVENILES DEAL IN MYSTERY AND ARE AN ODD PIECE OF FURNITURE.

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Do you know where secret societies had their origin? It was with the small boy. Can't you recollect of the air of mystery that poured over you when you were a tow-headed urchin, with warts all over your fingers, freckles on your face, and a stonebruise on your heel? asks the *Bradford Era*. What an unintelligible jargon you managed to familiarize yourself with! How many mysterious ceremonies and rites you administered and shared. In a knife trade where you got the apparent best of the bargain did you ever forget to say "red leather," that the trade might last forever?

Did you ever see a cub of a boy who wouldn't make a break to join you to go swimming if you made the magic sign—two fingers in the air? Do you forget that a dead cat would remove warts, and that to kill a toad would make your cow give bloody milk?

But these things are all kept secret to the craft. No boy ever tells a man why he holds up two fingers to signify that he wants to go swimming, and no boy knows where he learns it. He picked it up just as he picked up the knowledge that to find his lost marbles he must spit in his palm

and splash the saliva by a blow from his other hand, the lost treasure being in the direction of the spattering of the fluid.

He deals in mystery and strange things, but he has them all from some other boy who knows, and he is therefore all right. But when you think of what little you recollect of it, and how much you once knew, isn't it pitiful how meagre the mystery and impressiveness that attends the organizations that men have formed?

A boy is an odd piece of furniture, but he is the ground and chief ingredient of the man. Delude not yourself with the belief that the boy is not all he pretends to be, for he is a great deal more. He is an incomprehensible fellow to any one but another boy, and because he will presently grow into the awkward between hay-and-grass period that separates boyhood from manhood, and to a lumbering idiot then, don't signify that he is an idiot now. He never is. But his chrysalis state fetters him and makes him seem like one sometimes.

The boy is all right.

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### IS IT TEACHING?

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I played the role of visitor in an intermediate department of a city school not long ago. I am well aware that one teacher is never especially delighted to see another in this character, as criticism, not always just or kind, is the general result. I do not, however, intend to pose as critic. The teacher is a popular one, and if her methods mystified me it is possibly due to my inability to comprehend. That I will leave for others to decide.

The recitation was from the second reader, the class reciting from their seats. "Who can read the first sentence?" queried the teacher. Several hands were raised and one of the brightest was called upon.



"Mary is going to make some tea," she read very nicely.

"Very well," said the teacher. "Now who else can read it?" Another volunteered, then another, until a number of the best pupils had read the words. By this time the remaining ones had learned the words from hearing them repeated. They too raised their hands.

"Mary is going to make some tea," repeated one very fluently, with eyes on the wrong page and fully as much comprehensive of what the words looked like as had the desk before her. Another and another did the same thing, looking at the teacher, the visitor, anywhere, everywhere but on the book. The next sentence was taken up in a similar manner, and so on until the word "lid" occurred.

"Who can tell me what that means?" "A cover," was the reply from 'all. "But what is a cover?" "The top part."

"Is the cover always the top part?" Here followed a long discussion or tossing of meaningless phrases back and forward during which the children's minds became thoroughly tangled and the knowledge derived was too microscopical for the puzzled observer to discover. It was fairly demonstrated that the children knew what a lid was from the first. They knew the same at the end. Again the sentence reading was taken up with discussions here and there on just as important words until the lesson was finished. Result: Perhaps five scholars had read intelligently, twenty had repeated the words, did not know where to find them, and as for knowing them again—!!!

Were they going through the book this way? If so, what would the twenty know in the end? Was it a "show" recitation especially for visitors? Certainly had I not been a close observer and watched the eyes and faces of these pupils, the reading might have sounded very brilliant. But being a teacher I went away with the conviction that of two evils I should much prefer the uninteresting but hard working way of years gone by.—*Exchange.*



THE NORTH CAROLINA STATE TREE.

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PRIZE POEMS ON THE WHITE OAK.

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After the children of North Carolina had adopted by vote the White Oak as our State Tree, THE NORTH CAROLINA TEACHER offered a premium of five dollars for the best original poem on the White Oak. A large number of poems have been sent in for competition, and a careful committee was appointed to examine them. The committee has awarded the prize to Miss H. E. Greenlee, and the money has been forwarded.

There were several excellent poems among the number, and we publish all of those which were considered best by the committee.

OUR WHITE OAK TREE.

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PRIZE POEM.

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BY H. E. GREENLEE, GREENLEE, N. C.

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Beautiful sovereign of forest and wildwood,  
Spreading thy branches in grandeur and glee;  
Choice of the hearts that have loved thee in childhood,  
Be thou our emblem, our typical tree.  
What though thy early surroundings be lowly,  
Stern in thy purpose of towering height,  
"Upward and onward"—each year adding slowly  
The proofs of thy sturdy invincible might—

Till graceful in form, and proud in thy gladness,  
With nobility's strength in each fibre and limb;  
Opposing the storm in its fury and madness,  
Giving shade to the weary, and pointing to Him  
Who cares for the sparrows, the trees and the flowers,  
And watches each effort, though humble it be,  
Sends adversity's rain, or prosperity's showers,  
Or the sunshine of love to develop *life's* tree.

May we, like thee, find our life-purpose strengthened  
 By the storms of affliction that sweep o'er the soul,  
 And still reaching upward feel the joy that is lengthened  
 And heightened and deepened on nearing the goal;  
 May we shelter the weak and give rest to the weary,  
 Be strong in resisting oppression and hate,  
 Be true to each trust, though the outlook be dreary,  
 And bring honor and fame to the dear Old North State.

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THE NORTH CAROLINA WHITE OAK.

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AN ACROSTIC.

---

**T**hou art the tree whose great existence  
**H**ast stood life's storms without assistance,  
**E**xpressing qualities sublime—

**N**ineteen centuries of thy time  
**O**n Carolina's bosom standing,  
**R**eigning gracefully and commanding.  
**T**hen lord of her grand forests see  
**H**ow great thy nobler quality.

**C**arolina claims thee, forest king,  
**A**nd in thy boughs her sweet birds sing,  
**R**eminding us of gentle spring—  
**O**utward as thy branches cling  
**L**eaving all others in the shade,  
**I**n which thou art of highest grade.  
**N**oble old tree of the Old North State  
**A**dmitted by all, thou art so great.

**W**hilst thou livest on in splendor,  
**H**aving leaves so green and tender,  
**I**mprovements on thyself impart—  
**T**hat thou a tree of beauty art  
**E**minent above all others stand,

**O**utstretch thyself all o'er our land.  
**A**n oak so great upon the earth  
**K**now mankind not thy truest worth.

B. B. RAIFORD.

*Goldsboro, N. C.*

THE WHITE OAK.

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LOTTIE K. JUSTICE, RALEIGH, N. C. •

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The White Oak  
Is a noble tree,  
Fit to be the  
Emblem of old N. C.

Long may its  
Branches wave on high,  
The tree of the State;  
Aspiring, beautiful,  
'Most reaching the sky.

I believe that no other tree  
The State's emblem could better be,  
Except the lofty waving pine,  
But as it's not, I'll not repine.

But I'll sing thy praises, noble oak—  
Can this feeble pen of mine  
Describe the smooth round  
Trunk and green leaves of thine !

Strong is thy trunk,  
And beautiful, O, noble oak;  
Few I'm sure ever saw  
It by the wild tempest broke.

Thy sweet green leaves  
A crown doth make,  
That an artist I'm sure would like to take.

Aged 11 years.

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THE WHITE OAK—NORTH CAROLINA STATE TREE.

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R. M. ANDREWS, SILER CITY, N. C.

---

O forest giant! (the white oak grand),  
Thy form is known from peak to strand;  
Thy roots are nurs'd by favored soil,  
Thy boughs are sought by men of toil.



Thou hast withstood the tempest's blast  
 That sweeps the mountain's pathway fast;  
 And bows not down to whirlwind strong  
 That strives to bend in ways that wrong.

Allured not by December's sun  
 To sprout thy buds for winter's fun,  
 But careful all in storm or bright  
 To keep thine own, thy native height:

Thou art an embl'm of our State  
 Because she stood the storm of hate.  
 She held her own, though battle driven;  
 Her sons their blood and lives have given.

Their blood among the first to stain  
 The battle-ground where fell the slain;  
 Her pen was first to mark the page  
 Declared to earth to men and age.  
 This land it ought forever be  
 By freedom blest, forever free.  
 And made a name, one great in fame—  
 The first in freedom, last in shame.

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### THE WHITE OAK.

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MAGGIE GAMBLE, ALL HEALING, N. C.

---

Thou lordly tree of our forest,  
 Where the blue-bird takes his rest;  
 Where the mock-bird comes to sing,  
 And makes his echoes ring.

The emblem of our State art thou,  
 Thou and every single bough;  
 As the mariners love the sea,  
 So we love thee, old White Oak tree.

Here on the hottest summer's day,  
 The reaper dwells awhile by thy way;  
 The lines on his cheek and brow  
 Grow very soft and tender now.

In thy shade the Judge draws his rein,  
And the beggar, too, comes to thee amain;  
They alike give their thanks for thee,  
For thee, thou dear old White Oak tree.

Thy broad lobed leaves so green  
Would make a fit gown for the queen;  
And the king his wine might sup  
Proudly from thine acorn cup.

Oh, children, let our glory and renown  
From the heavenly dome come down;  
And give our love ever to thee,  
Our own, our White Oak tree.

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### OUR STATE TREE.

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BY HIGHT C. MOORE, MONROE, N. C.

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Tall monarch of the forest with open, friendly arms,  
How wondrous are thy glories and lovely are thy charms!  
Erect thy stately form and broad thy massive base,

Wide-spread thy balmy shade and queenly is thy grace.  
Hard blows the fiercest blast, or hurls the hostile gale  
Into thy swaying breast a storm of crashing hail—  
Thy might they scarcely try, while every bough and root  
Endure to longer live and shelter man and brute.

On lofty mountain crest and by the restless sea,  
Adapted to the arts and lasting as they be,  
Kind monarch of the forest, I sing, I sing of thee!

Nor stands the stately oak, victor in every fray,  
Out in the forest wild, grown firmer day by day,  
Robed in a fairer garb or stronger in array  
Than lovely Carolina, washed by the ocean wave,  
Honored by the upright, defended by the brave.

Chill storms against the State in wildest fury swept,  
And fairer now she stands, through danger safely kept;  
Raged fierce the firey bolts, but fierce they raged in vain,  
Out burst the rays of peace, as sunshine after rain!  
Long ages live the State, a foe to every wrong,  
In wisdom, honor, truth, so loyal, brave and strong;  
Nor riven be her glory, far distant all alarms,  
And, like the giant oak, stand forth in all her charms!

## THE WHITE OAK—NORTH CAROLINA STATE TREE.

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BY WILHELMINA LEA, LEASBURG, N. C.

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“King of the forest!” emblem of majestic strength!  
With joy we hail thee as our chosen tree!  
Thou hast a dwelling-place throughout the length  
Of Carolina, from the mountains to the sea.

Not swift thy growth; but one can patient wait  
For thy development, which brings in time  
The needful strength for thy appointed fate;  
And glorious art thou in thy perfect prime!

Yet not in pride thy massive head doth rear  
(No tree was made to cumber earthly ground).  
Thy wide-spread arms are laden every year  
With gifts to scatter graciously around.

Thou fostereth the tender plant that clings  
To thee; thou givest *life* itself to build  
Up weaker frames, sustaining weaker things;  
And thus in part thy mission is fulfilled.

Long-lived art thou! More than one noble oak,  
By woodman spared to shade some spot, has stood  
For ages, granite-like, though lashed by stroke  
Of Time and beaten on by tempests rude.

So may the Old North State, that bears a name  
As brave as any in the land, long live!  
Her children's best welfare her constant aim;  
To worthy causes, generous to give!

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THE WHITE OAK.

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BY ANNIE S. JONES, RALEIGH, N. C.—AGE, 13 YEARS.

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I'd tune my lyre to the White Oak,  
Superior in form and size  
To almost any other tree  
That “Old North State” can prize.



'Tis found from coast to mountain top;  
It grows by swamps and streams.  
One of its common uses is  
To make walls, floors and beams.

Of many public buildings,  
Such as churches, opera halls;  
Its beams support the roof  
So that it never falls.

And chief among attractions are  
It's branches, spreading wide,  
Clothed with light-green shapely leaves,  
Throwing shade on every side.

It's height is seventy feet, or more;  
It's thickness four to five;  
In both it far surpasses  
That gnarled oak—the Live.

Now, my last compliment I'll give:  
Its trunk you'll know it by,  
For 'tis as straight as an arrow  
Which archers, all, let fly.

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#### THE WHITE OAK.

---

BY DR. P. B. LOFTIN, GRIFTON, N. C.

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Father, to-night my mind inspire,  
And let my thoughts be lifted higher,  
That I may sing of the grandest tree  
That adorns this globe from mount to sea.

'Tis found from Gulf to Canada's line,  
Forsooth its limits are hard to define;  
Though its native home is along the Neuse,  
Those on her banks inspire my muse.

'Twas in the earliest primordial time,  
When He conceived of this sunny clime,  
God planted that every child might see,  
To cheer their hearts, some shrub or tree.

Many and varied are the kinds,  
Of which bards have written glowing lines,  
In praise of the one they loved best,  
'Neath the shade of which they'd been blest.

But the children of the Old North State,  
Have blessed and sealed the White Oak's fate,  
By adopting it as emblem of childish love,  
That's surpassed only by the God above.

In these few lines I can't give its uses,  
To define its beauty has defied all muses;  
'Neath its lofty and spreading bowers,  
Poets love to linger in thoughtful hours.

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## PRACTICAL TRAINING IN MANNERS.

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BY JULIA M. DEWEY.

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Ask the children daily to tell what opportunity they have improved of being kind and polite.

The teacher should remark on any improvement shown by the pupils, and lead pupils to talk of it. It is well to allow them to talk without restraint, so as to obtain their real opinions. Tact will be needed to ward off a feeling of self-gratulation or conceit, which may otherwise be brought out when pupils tell of their own polite acts.

Impress pupils with the idea that good manners is one of the subjects pursued in the schools, and that it will help them in life, and that practice shows progress in this particular branch.

Without seeming to demand it, teachers should lead children to offer them any service that is *not menial*. Such attentions as disposing of wraps, umbrellas, etc., fetching them when needed, picking up things accidentally dropped, handing crayon, eraser, etc., lifting or moving things, offering a chair, helping to put things in their places at the close



of school, should be rendered to teachers by pupils. If, at first, in order to make children see what offices are proper, the teacher must ask for them, it should be as one would ask an equal, and not a servant; and any service rendered should be most politely acknowledged.

The older children should be made to understand the propriety of assuming some responsibility over the younger. This is almost universally practiced in schools where "busy work" is done, when the older pupils help to distribute materials for such work, and to assist in its execution. They should also assist those who need aid in putting on or taking off wraps, overshoes, etc. Children should understand that girls need not necessarily assist girls, and boys boys, but that help should be offered and accepted, as is convenient.

Pupils should be trained to receive and entertain those who come to visit the schools. They should entertain as politely in a school-room as in a parlor. When visitors come, a pupil should answer the bell, politely invite the company to enter, find them comfortable seats, take their wraps if they wish to dispose of them, and offer any other attention the occasion may seem to demand. To do this properly at the time implies previous training—pupils acting as visitors. In this as in other things, officiousness on the part of pupils should be guarded against. Give opportunities to all pupils in turn to show these attentions.

In the discipline of the school, when children have had training in good manners, the question "Is this polite?" will oftentimes prove more effectual than a severe reprimand. This has been demonstrated by actual experience, even in schools difficult of control.

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ONE OF THE first things needed by a North Carolina school is a wall map of the State.

## RELATION OF PREPARATORY SCHOOLS TO COLLEGES.

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BY M. H. HOLT, OAK RIDGE, N. C.

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(Delivered at Teachers' Assembly, June, 1894.)

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That there has been some thought on this subject by educators is evident from the prominence which has been given to the subject on the programme. That the true relations between the two classes of institutions has not been thoroughly understood or amicably adjusted, is evident from the comparatively small number of first-class preparatory schools, and from the large number of so-called colleges, which admit a boy into some of their special and elective courses with the most elementary knowledge of the three R's, if not when he has thoroughly mastered "baker." That the relations between the two are not what they should be is evident in that lack of harmony which should exist between men who are laboring in the same great cause of lifting humanity to a higher plane of mental and moral power.

I sincerely hope that what I may say to-day may be accepted in the same spirit in which it is meant; not that of the carping critic who would find fault for the sake of fault-finding, but that of the patriotic teacher, recognizing that, at best, systems and relations of systems will have imperfections, and that it is our duty as educators to lend our united efforts to secure such a conservative adjustment of these relations as shall *multiply* the secondary schools and *magnify* the colleges of our State and country. By *Preparatory schools* we understand that *high schools* and *academies*, *fitting schools for college*, *for business* and *for life* are meant. Of course we all know that all schools are preparatory in a sense, from the kindergarten to the university. Schools should be divided into four classes, says



Chancellor Kirkland of Vanderbilt University, to-wit: first, the grammar school; second, the academy or high school; third the college; fourth, the university. Since the college and the university are so often united, I prefer to make this division: the Primary school, the Secondary school, and the Tertiary school. All these have their place to fill in the educational economy of a State. There should be between these three classes of schools the utmost harmony, a grand symphony, as it were, of mental development, each doing its own work, modestly, thoroughly and wisely, and yet generously and magnanimously. Might we not compare them to the wheels of a watch, each revolving in its own time and in its own sphere, and yet, while so doing, promoting harmony in motion and usefulness in result. Shall there be any quarrel between balance wheel and spring, or shall either attempt to do the work of the other? Might we not compare them to laborers on a house, the bricklayers, the carpenters, the painters? Is the carpenter more important than he who lays the brick upon the clay foundation? Does the man who puts on the paint, thereby giving beauty to the house, stand higher as a tradesman than he who builds it? Or we might compare these different classes of schools to planets, satellites and constellations, each moving in its appointed course, and in so moving making the music of the spheres, too divine for mortal ears.

The work of the Primary or grammar school takes the student through elementary branches to the age of twelve or fourteen years in town, and to a greater age in country districts. In fact, in the latter the work is crudely and poorly done, owing to circumstances which the poverty of our people and the lack of educational sentiment control. Then to those who are ambitious of better preparation for life's duties, open the Secondary schools. There they get a few years in Latin, Greek, English and mathe-

matics, fitting them for college; in addition to this, and far beyond this in importance, because so few go to college at best, they get from association with each other, away from home and yet under home-like restraints, a culture, a self-reliance, a manliness which through all their future career is a source of blessings inestimable.

From this school a few, actuated by ambitions which they imbibe from the Secondary school, or taking advantage offered by circumstances and surroundings, go to the Tertiary school—the college or university, or both combined. While the success of the Secondary school depends upon the Primary, much more does the success of the Tertiary depend upon the Secondary. The whole college career of a student is shaped and sharpened and directed by his course in the Secondary school. Habits of concentration of power, habits of thought, habits of industry, habits of manliness, habits of self-control, habits of morality, are all better learned by the youth under the restraints of the Secondary school than under the lax discipline of the college or university. Beyond all this, under the skill and inspiration and personal direction of the Secondary school teacher, the student's ambition is kindled, and his aims are fixed, which determine his whole subsequent career. In no other kind of school is the relation between student and teacher so intimate as in the Secondary. Neither the patronizing air of the primary teacher, nor the stilted dignity of the college professor holds the student at arm's length; but the warm, tender, magnetic sympathy of the friend and brother, who wades with him through the initial difficulties of language and mathematics, through mental and moral science, who on play-ground and in chapel, in Sunday school and Young Men's Christian Association, shows himself master at once and leader, as well as companion and friend—where shall such a one be found but in the first-class fitting school. Years of toil and disappointment cannot harden the heart,



nor dull the mental sight, nor blunt the ambition of a boy who has had such training, whether he goes to college or into the active pursuits of life. This is the boy who is the leader of men in college or out of college. It is this class of boys who take with them the warm and fresh blood of the Secondary into the Tertiary schools, and make the bond of kinship between the two very tender indeed.

Now nothing could mar this intimate relationship if the college work began just where the Secondary school stopped, and if the Secondary school stopped just where the college course began. A proper adjustment of this line of demarkation between the two is very desirable in the interest of both, and will be considered later in this paper.

But there are some Primary school men and some Tertiary school men who do not think there is any great necessity for the Secondary school at all; that it exists merely by the benefit of clergy; that the Primary schools may reach up a little and the colleges down a little, and that we poor interlopers, who, unsupported by State's money or denominational aid and sympathy, may simply give up the ghost. One prominent college president in our State wrote me recently that he thought the Secondary school was the least important of all our educational factors, and he intimated it could be dispensed with entirely and not be seriously missed. Now I don't want to be understood as wishing to insult this intelligent audience by intimating that there is anybody here who holds this erroneous view. We all know the far-reaching importance of Secondary schools, without making invidious comparisons. It is the school for the masses. It must for long years to come assume the task of fitting men for the humbler walks of intelligent citizenship. It takes up the more ambitious and intelligent boys from the Primary schools and trains them to be men, in an age when manhood is royal, and when it takes more than a college diploma to prove it. It must continue in

the future, as in the past, to train the great mass of public school teachers, whose methods and theories must continue to be that composite which they get from their preceptors in the Secondary schools. It must continue to be the school in which the bulk of our farmers, and merchants, and physicians, and county and State officers are trained for their arduous and responsible duties. It must continue to be the school for that innumerable class of boys who have not the time, nor the inclination, nor the talent, nor the means necessary to enable them to take a full college course, and they need and must have training which they cannot get in the Primary school.

I append the opinions of the leading educators of this and other States upon the value of the Secondary school. This is in answer to the following question, which, amongst others, I asked them by letter in May: "Do you think the Preparatory or Secondary schools of our State are necessary to the highest educational development of our people?"

President Holliday, of the Agricultural and Mechanical College, answers: "I think so, emphatically."

Dr. Winston says: "Beyond the shadow of a doubt."

President Hobbs, at Guilford College, says: "I do; I wish we had more of them."

Dr. Shearer, of Davidson College, says: "I consider the Preparatory schools necessary to the very life of the colleges. I say this in the full consciousness of the efforts now being made to freeze out this class of schools in the interest of graded schools and State institutions."

Chairman Thornton, of University of Virginia, says: "Secondary schools are an essential part of every State's school system, because they do a work which cannot be done by the Primary school, and should not be done by the college for obvious reasons."

Chancellor Kirkland, of Vanderbilt, says: "My own position is no uncertain one as to the absolute necessity of



the fitting school to the development of the boy, the college, the State."

President Schurman, of Cornell, says: "The Secondary schools have a unique yet essential place in our educational system."

President Angell, of the University of Michigan, says: "I do think first-class preparatory schools are necessary factors in an ideal educational system."

Timothy Dwight, of Yale, says: "We have found the Preparatory school a necessity in New England."

President Eliot, of Harvard, says: "Colleges should foster the Secondary school, not so much because that school prepares for college, as that it supplements the college by preparing an immense number for active life who cannot go to college at all."

Shall the concensus of opinion of these men, the leaders of educational thought and experience in this State and nation, be ignored? Shall the Preparatory school be longer looked upon as an excrescence, and preparatory teachers as interlopers? Since so few students comparatively go from the Secondary schools to the colleges, would it be better to have two classes of Preparatory schools—*college preparatory* and *active life preparatory*? I answer, this is not the judgment of the best educators. In the hot-bed forcing processes of a school established primarily to train boys for colleges, or for a certain college, there is not the opportunity given for that broad and general culture which produces men and character.

On July 9th, 1892, at the meeting of the National Educational Association, there was a committee appointed on Secondary School Studies. This committee consisted of ninety of the leading educators on this continent, and each one a specialist. On page 17 of their report, I find these words:

"They unanimously declare that every subject which

is taught at all in a Preparatory school should be taught in the same way and to the same extent to every pupil so long as he pursues it, no matter what the probable destination of the pupil may be, or at what point his education may cease."

And again, on page fifty-one, these words occur:

"The Secondary schools of the United States, taken as a whole, do not exist for the purpose of preparing boys and girls for college merely; only an insignificant percentage of the graduates of these schools go to colleges or scientific schools. Their main function is to prepare for the duties of life that small proportion of the children of the country—a proportion small in number but very important to the welfare of the nation—who show themselves able to profit by an education prolonged to the eighteenth year, and whose parents are able to support them while they remain so long at school. The preparation of a few pupils for college or scientific schools should be the *incidental* and not the *principal* object in the Secondary school. At the same time, it is obviously desirable that the colleges or scientific schools should be accessible to all boys and girls who have completed creditably the Secondary school course."

The next and last question to be discussed connected with the relation between the Preparatory schools and colleges is, should colleges do Secondary school work?

The rule in this State in well nigh all the colleges has been to admit any fellow who applies for admission, whether he knows anything or not. The sharp competition between the colleges themselves, and between them and the State University, has likely caused them *all to sacrifice standing to mere numbers*. There never has been a time in which a courageous stand for a high and unyielding standard of admission would be attended with such marked results. *At once* such a college would step into the front rank of our State institutions. It would respect itself more, and



would win the universal respect of the State and of the country. I have tried, but tried in vain, to find out what percentage of students in our various State colleges are in the preparatory department of those colleges. Some admitted as high as sixty per cent., others were mum as an oyster. But it is safe to say that at least 30 per cent. of all the students in our colleges in North Carolina are in the preparatory department. The State University has now made an absolute rule to admit no student who is unable to stand the prescribed examinations for admission into the various schools. I trust the President of that institution will have, as I believe he *has*, the courage of his convictions, and that the Secondary schools will stand by him in his efforts. It is only another step forward and upward by that progressive institution, and will be rewarded. Davidson College has done but little preparatory school work for years, and the result has been marked in the intellectual standing atmosphere of that institution.

Let's see what the leading college men think of the preparatory department in connection with the college.

Dr. Shearer says: "We will discontinue the supplemental classes just as soon as we can possibly do so. Now not more than a dozen lapse into these classes."

Dr. Hobbs: "We continue preparatory work from necessity."

Dr. Winston: "We will do no more preparatory work here."

President Holliday: "Our preparatory department is not permanent."

Chairman Thornton, University of Virginia: "We have no preparatory classes, and at a school for advanced studies there should be none."

Cornell: "No preparatory classes."

Yale: "No preparatory classes."

Harvard, President Elliott: "There should be no prepar-

atory department connected with any college because the work of that department interferes with college work."

President Angell, Michigan: "The tendency of preparatory classes in a college is to draw down the college work toward the school work, and the students in preparatory classes being more numerous than in college classes, the institution stands before the world rather as a Secondary institution than as a college. So all our first-class colleges get rid of them as fast as they can."

Chancellor Kirkland, of Vanderbilt University, discusses this question so well, that I quote him. He says:

"The greatest educational need of the South and West to-day, is a larger number of good training schools. This fact is apparent to all who are engaged in the work of higher education. Of colleges we already have an abundance. Indeed it may be questioned whether we have not too many. The task of coming years should be strengthened and develop those we have, instead of trying to establish new ones. To bring about this development it is very desirable that the colleges ally themselves with the schools, and that both endeavor by mutual co-operation to bring harmony and system into what is now an educational chaos. It is largely the fault of the college that the number of first-class academies is so small. In two ways have the colleges worked great injury to the training schools. First, in not requiring a sufficient amount for admission into college. Second, in having preparatory classes in connection with the colleges themselves. That our colleges have been almost universally guilty in these two particulars does not admit of denial. It is plain that we can never have anything like a true system of education until colleges content themselves with their work, and leave to the schools that which properly belongs to them. A low standard of admission to college makes it almost impossible for the high school to exist. Such colleges compete with the preparatory



schools in almost every grade of work, and render it almost impossible for the fitting schools to hold their pupils more than one or two years.

The very name of going to college attracts many young men and makes them prefer to go to some institution that has preparatory classes, than to go to a Secondary school. And it is perfectly clear that the work done by preparatory classes attached to colleges, is of far inferior character to that done by good schools. College government is not suited to school boys, and the tone of an institution is very much lowered by having a large number of preparatory students mixing with those of higher grade. The college and the academy can never be united without sacrifice of the best results in an educational way."

After quoting the above, it is not to be wondered at that Vanderbilt University is leading our Southern colleges and universities in its standards of graduation.

We see from this that a preparatory course in college is an injustice to the Secondary schools, an injustice to the student who enters it, an injustice to the Tertiary school. Hence it ought not to exist.

But how far should the Preparatory school take the boy, you ask. I answer in the words of the committee appointed by the National Educational Association. "In Latin, four books of Cæsar's Gallic War, six orations of Cicero, and six books of the Æneid should be required." Of course this includes exercises in composition, etc. In Greek, the conference recommends that two books of the Anabasis and two of Hellenica be read. It also includes various easy elementary Greek studies and composition, in all about a two or three years course. In English, the power to write good English is the requirement for admission. This pre-supposes technical grammar, rules for composition, systematic reading of certain English masterpieces, together with a great amount of practice in compo-

sition under skilful teachers. In Mathematics, it includes Arithmetic, Algebra, Geometry, six books. It also includes an elementary knowledge of Botany, Physiology, Physics and Chemistry; say three hundred hours recitations in each."

The Secondary schools of North Carolina are willing to accept the report of this committee. Nay, we will go further. We are willing to abridge the report of this committee one year, until the year 1900, by which time we hope the condition of the times, of educational sentiment, of material prosperity will be such as to enable us to adopt the report *in toto, verbatim et literatim*. The report is the result of the best educational thought of our nation, and is entitled to partial if not immediate and complete acceptance. What do the colleges say?

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## TEACHING TEMPERANCE IN THE PUBLIC SCHOOLS.

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For the information of our readers we give the full text of the law requiring the nature of alcoholic drinks and narcotics upon the human system to be taught in all the public schools of the State.

[*Laws of North Carolina, Session of 1891; pages 154, 155; chapter 169.*]

SECTION 1. That the nature of alcoholic drinks and narcotics, and special instruction as to their effects upon the human system, in connection with the several divisions of the subject of physiology and hygiene, shall be included in the branches of study taught in the common or public schools of the State of North Carolina, and shall be studied and taught as thoroughly and in the same manner as other like required branches are in said schools, by the use of text-books in the hands of pupils and orally in case of pupils unable to read, and shall be taught by all teachers and studied by all pupils in all schools in this State supported wholly or in part by public money.

SEC. 2. That the text-books used for the instruction to be given in the preceding section for primary and intermediate grades shall give at



least one-fourth of their space to the consideration of the nature and effect of alcoholic drinks and narcotics, and the text-books used in the highest grades of the public schools shall give at least twenty pages to the consideration of this subject.

SEC. 3. That no certificate to teach in the public schools in this State shall hereafter be granted to any applicant who has not passed a satisfactory examination in the study of the nature of alcoholic drinks and narcotics, and of their effects upon the human system, in connection with the several divisions of this subject of relative physiology and hygiene.

SEC. 4. That it shall be the duty of the proper officers in control of any school described in the first section of this act to enforce the provisions of this act, and any such officer, school director, committee, superintendent or teacher who shall refuse or neglect to comply with the requirements of this act, or shall neglect or fail to make proper provisions for the instruction required and in the manner specified by this act for all pupils in each and every school under his control and supervision, shall be removed from office and the vacancy filled as in other cases.

SEC. 5. This act shall be in force and effect from and after the first day of August, eighteen hundred and ninety-one.

Ratified the 27th day of February, A. D. 1891.

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## MILITARY ORGANIZATION IN PRIVATE SCHOOLS.

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BY M. J. MICHAEL, FORT PLAIN, N. Y.

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[THE TEACHER firmly believes in the inestimable value of military training for boys from twelve to sixteen years of age, while in school. Nothing, in our opinion, can take the place of this peculiar and special training. Neither the ball ground, calisthenics, nor the gymnasium, can satisfactorily take the place of the military drill in making a true man of a boy.—EDITOR.]

While some of the normal schools and very many of the public schools have been endeavoring to develop the physical powers of their pupils by means of various forms of

calisthenic and gymnastic exercises, the principal boarding-schools throughout the United States, under the supervision of the Federal government, believe they have succeeded in a marked degree in developing physical power and grace of body through military organization and discipline.

These schools having their pupils under direct supervision at all times are well adapted to military training. Their organization and discipline are modeled after that at West Point, the cadets being divided into companies from thirty to fifty students. Each company is officered by a captain, first and second lieutenants, sergeants and corporals. From among the lieutenants, the commandant, who is an officer of the regular army detailed by the Secretary of War to act as professor of military tactics, appoints his adjutant. In large schools a cadet major and lieutenant-colonel are sometimes appointed. Of course all cadet officers are subordinate to the military instructor, who is usually a West Point graduate.

The cadets regard the offices as marks of high honor. They also treat them as positions of trust, as they are, and since they are usually obtained by severe competitive examinations in general scholarship and deportment, as well as in military tactics, the successful aspirant may be pardoned if he manifests unseemly haste to have sewed upon his sleeves the brightest gold embroidered chevrons the dealers in military supplies can furnish. The discipline is almost entirely in the hands of the military department subject to the approval of the President of the Faculty. For all disciplinary purposes the school is like a garrison.

At guard mounting, one of the commissioned officers is detailed as officer of the day, from the sergeants a sergeant of the guard, and from the cadet privates hall orderlies are detailed. Their tour of duty continues twenty-four hours, or until relieved by a new detail. The officer of the day is the executive officer of the school subject, however, to



the direction of the teachers. His duties are many and important. The writer has often marveled at the fidelity and promptness with which they have been discharged by boys less than twenty years old whose only motive was a high sense of responsibility and honor. The sergeant of the guard is an assistant to the officer of the day. The hall orderlies are responsible for the order of the corridors. They must see that the halls are kept reasonably free from litter, and report all infractions of the rules that come under their observation.

As the discipline of a military camp takes notice of all the shortcomings of its soldiers so does the military academy notice all the details in the discipline of its pupils. Everything, from tardiness at meals to the most serious infraction of the rules of order and morality, is noted and recorded by the proper authority. At least as often as once a week accounts are squared with those students whose impulses have carried them beyond the bounds of a proper self-restraint. The usual punishments, according to the gravity of the offense, are reprimand, withdrawal of privileges, the much dreaded "tours of extra duty," private dismissal, suspension for a definite time, and expulsion.

The military system of discipline, while strict, does not depend upon espionage for its success. There is no "peeping through keyholes," no listening at doors. It presumes that every cadet intends to do right, and that he has sufficient self-respect and self-control to fulfil his intentions until his actions betray his untrustworthiness. All his statements are accepted as truthful until subsequent events demonstrate that they are false. Under such treatment it has been found that most boys value too highly the confidence of their teachers and the respect of their mates to carelessly lose them by an untruthful statement in matters of discipline.

It is the constant endeavor of the system of military

training in the schools to foster high ideals of honor, truth and virtue. The following, taken from the rules and regulations of one of the military academies of the State of New York, will show that the cadet's life is by no means an idle one :

Reveille, 6:30 A. M.

Breakfast, 7 A. M.

Guard mounting, 7:30 A. M.

Sick call, 7:35 A. M.

Chapel, 7:50 A. M.

Call to quarters (inspection of rooms), 8:10 A. M.

Recitations and study, 8:20 to 11:00 A. M.

Assembly call for drill, 11:00 A. M.

Recall, 12 M.

Dinner, 12:15 P. M.

Call to quarters, 1:25 P. M.

Recitations and study, 1:30 to 4 P. M.

Release from quarters, 4 P. M.

Supper, 5:30 P. M.

Call to quarters and evening study, 7 P. M.

Tattoo, 9:50 P. M.

Taps ("lights out"), 10 P. M.

From the above the time for recreation will be observed not to exceed two hours and a half, with a possible half-hour to be used in preparation for meals. To the cadet who has faithfully discharged all the duties of the day, the soothing notes of the bugle at taps inviting him to pleasant dreams of the dear ones in his distant home are indeed welcome sounds.

The advantages of a military training for our American youth are inestimable when accompanied with an intelligent cultivation of the mind and heart.

It gives to the student a strong and graceful carriage of the body and a thorough command of himself in trying emergencies.



He acquires habits of neatness, accuracy and promptness in the performance of his own work.

It teaches respect for authority until obedience to properly constituted law becomes a habit. It also teaches him how to control others as well as himself.

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## SOCIAL TRAINING OF CHILDREN.

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BY SARAH BAIN.

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The imitative faculty is the first to develop in the child; therefore the wise educator begins the training of his morals and manners through association with the people most highly cultivated in both.

But how few wise educators there are! Most children under the age of ten in the wealthier classes are consigned to the close companionship of an ignorant nurse, with the occasional and somewhat haphazard supervision of parents. The cleverness and culture of the father, the gentle breeding of the mother, count for very little in the up-bringing of the young child, because he comes so little in contact with them.

The claims of business, society, philanthropy and religion are all so many ropes drawing parents and children apart from each other. The father returns from his day at the office with irritated nerves and exhausted physical powers. The first command of the considerate wife is: "Nurse, take the children away! Papa is tired."

It is a different picture that Burns draws of the home-coming of the Scotch peasant, when "the toddlin' weans in muckle din" rush out to climb into the father's arms. But exhausted vitality is one of the penalties that outraged nature exacts from the dweller in cities who overworks his

mind and underworks his muscle; and to nervous exhaustion the romping play of childhood is often acute torture.

Thus much of the father's influence is missed from the child's daily life. How is it with the mother's?

"Oh dear," said a little girl; "there's company at luncheon to-day, and we children don't know where to go or what to do." The coming of the guests meant to these poor little exiles banishment and solitude, while their elders were making merry in the midst of good cheer. It is all wrong.

Many a nursery is practically an orphan asylum, presided over by a young, untaught, untidy Irish girl. How can it be expected that from such an institution will emerge well-mannered, well-groomed young people with social intuitions? Darwin himself never claimed for the principle of heredity that it had force enough to conquer hostile environment.

Do not deceive yourselves, O parents! You have not done your duty by your children unless you have given them *yourselves*. No legacy of wealth or social position will take the place of that great gift.

It is you who must teach them, from the cradle, the social obligations devolving on dwellers in a community, even a nursery community. It is yours to see that the earliest motives to which their infant minds are taught to respond are high and not paltry; that they learn that they must be clean and quiet and orderly and cheerful, not in order to be liked or commended or admired, but that they may contribute their share of comfort and well-being to home and society.

It has been said with equal wit and wisdom that the keynote of good manners is—B natural. The worst social faults of childhood are affection and self-consciousness, both of them often the direct result of their training. "Robert, do not drum with your feet! Mrs. Black is not



accustomed to little boys who do so. *Her* little nephews always sit still at table." "Sally, *do* tie up your shoe! Here comes Miss Brown, and you know how particular *she* is."

The clear, direct consciousness of the child is grievously confused by such directions as these, which seem to imply that it is the presence of the visitor which makes noise and untidiness wrong. Nor is this the worst effect. The child at once receives the impression that he is to be the subject of criticism, and, instead of welcoming the guest with spontaneous pleasure, he comes forward with the shyness born of self-consciousness; and this is often increased by finding himself the object of conversation.

Nothing is more common or more cruel than this focusing of the attention of a company upon a shy child who experiences untold suffering at finding himself in the pillory of public notice.

In the parlor of a summer hotel the other day I saw a timid little girl of five years creep up to the chair of a lady who, loving children cordially, said, in that unmistakable tone of encouragement which goes straight to the childish heart, "Come, Toddlekins, jump up here into my lap!"

The mother of the child, sitting near with her fancy work, remarked without looking up: "She gets to be a dreadful bore after a while. Don't hesitate to push her off when you get tired!"

If that girl should make the same remark about her mother twenty years from now, she would incur the censure of the world as an undutiful and brutally inconsiderate daughter; but would it not be the natural outcome of such a training? A child is a composite photograph, and will surely represent every shadow passing before the sensitive plate of its mind. If you would have your children courteous, you must treat them with courtesy.

Cardinal Newman never wearied of dwelling on the



necessity of holding up a winning example to draw men to a higher life. If it be the wisest way of lifting up men, still more is it the wisest, in fact the only, way of teaching children.

Give them the *best* of yourself, of your friends, of books, of opportunities, of example. Courtesy cannot be taught like grammar or arithmetic. It must be breathed in with the atmosphere of the home.

Good manners, after all, are only the conventionalized golden rule, and there is no law for childhood that is not the law for grown-up-hood as well.

Courtesy is the natural expression of the genial, gentle soul at home in its social environment.

“For manners are not idle, but the fruit  
Of loyal natures and of noble minds.”

—*The Outlook.*

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### ANSWER CHILDREN'S QUESTIONS.

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Education is erroneously supposed only to be had at schools. The most ignorant children often have been constant in their attendance there, and there have been very intelligent ones who never saw the inside of a school-room.

The child who always asks an explanation of terms or phrases it cannot understand—who is never willing to repeat, parrot-like, that which is incomprehensible—will far outstrip in “education” the ordinary routine scholar. “Education” goes on with children at home, on the street, at play—everywhere.

Do not refuse to answer the proper questions, then. Do not check this natural intelligence, for which books can never compensate, though you bestowed whole libraries.—*New York Ledger.*

## IN THE SCHOOL-ROOM.

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### THE CONFEDERATE VETERANS.

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BY GOVERNOR O'FERRALL, OF VIRGINIA.

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FOR DECLAMATION.

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The years that have passed since Appomattox have silvered your locks, my beloved Confederate Veterans, bent your forms and driven furrows in your cheeks, but they have not lessened your love for the cause for which you bared your breasts, nor your veneration for the memory of your comrades who fell at their posts of duty, or whose spirits have been wafted to their God since the eternal gloom and darkness of defeat enveloped our Southland; bowed the heads of our patriarchs in despair, and dropped our noble women to their knees in prayer.

Your step is not as elastic as it was thirty years ago, you cannot spring into the saddle as quickly as you did then at the sound of the bugle, nor can you ride day and night, sleeping in the saddle, as you did when following the plumes of Stuart, Ashby, Hampton or Lee, but the same fire is in your eye, the same courage is in your breast, the same spirit is in your soul, the same devotion to native land, and the same fidelity to principle quickens your pulsations and warms your blood.

You hear no longer the cannon's roar, the bursting shell, nor the hissing bullets; you hear no longer the command "Charge!" ringing down the line, nor the old familiar yell, nor the shout of victory, but you remember how with your bright blades, trusty revolvers and faithful muskets you fought your way to glory and renown.

To-day you live in the past. Memory is active. Deeds of valor, acts of heroism, scenes of blood, fields of carnage,



all loom up before you as though only of yesterday, and you find the tear-drop wetting your cheek as you gaze upon these old gray jackets around you, and that old flag floating yonder. Relics, precious relics; relics of undying fame, relics of fadeless renown, relics of immortal glory.

I congratulate you most heartily upon the good fortune which has enabled you to be present upon this interesting and memorable occasion—the unveiling of a monument erected to the memory of the private soldiers whose courage won our victories, whose fortitude, loyalty and patriotism protracted the struggle so long and kept their bayonets and sabres glistening in the sunshine, and our Stars and Bars floating in heaven's breezes for four years, meeting not only man to man, but not less than treble their numbers, recruited from every foreign land, as shown by the testimony piled to the ceilings and bending the timbers in the Pension Bureau at Washington.

My dear old comrades, 'tis no wonder that the Confederate soldier holds his head erect, steps with pride and brooks no insult. His equal the world has never seen; his peer the universe has never beheld. He is the duplicate of no warrior that ever wore a helmet, wielded a blade, or pulled a trigger. Like Saul among the men of Israel, he towers head and shoulders above all of whom the historian has ever written, or whose prowess and deeds have ever come down to us in story or tradition of war, knighthood or chivalry. No tyrant's fiat can his record tarnish; no malicious tongue can his name efface; no rude hand can his history blot; no false pen can his glories bedim, but all will live and shine with the brightness of a meridian sun in a clear sky, and their pæans will sweep with a resounding surge over land and billow,

“While the earth bears a plant or the sea rolls a wave.”

May God spare you, my dear old fellows, to enjoy many more reunions, and let each reunion draw us closer together.



WOMAN'S RIGHTS.

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The rights of woman: what are they?  
The right to labor and to pray.  
The right to watch while others sleep.  
The right o'er other's woes to weep.  
The right to succor in distress.  
The right, while others curse, to bless.  
The right to love whom others scorn.  
The right to comfort all who mourn.  
The right to shed new joy on earth.  
The right to feel the soul's high worth.  
The right to lead the soul to God,  
Along the path our Saviour trod—  
The path of meekness and of love,  
The path of faith which leads above,  
The path of patience under wrong,  
The path in which the weak grow strong.  
Such—woman's rights, and God will bless  
And crown their champions with success.

—*Selected.*

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A PUZZLE.

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Open a book at random and select a word within the first ten lines and within the tenth word from the end of the line. Mark the word. Now double the number of the page, and multiply this result by five. Then add twenty. Then add the number of the line selected. Then add five. Multiply the sum by ten. Add the number of the word in the line. From this sum subtract two hundred and fifty, and the unit's figure of the remainder will be the number of the word, the tens figure will be the number of the line, and the remaining figure the number page.

CURRENT OPINIONS.

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Principal Ed. H. Prichard, Cincinnati: As iron sharpeneth iron, so does the influence of the accomplished teacher shape the thoughts and feelings of his associates.

*Cleveland Leader:* Nothing will tend more to strengthen our common school education than to secure permanence of position to educators and to the methods employed in teaching.

Superintendent J. M. Greenwood, Kansas City: I believe in the spelling-book. There has been nothing as yet to show that there is any way to learn how to spell well without studying how to spell.

Superintendent Abbott, Sheffield: The teacher can be with her pupils but a few years at the most. A taste for first-class literature, once cultivated, will remain with them during their lifetime, exerting an ever-present influence that tends to elevate and broaden their minds.

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LAUGH.

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Learn to laugh. A good laugh is better than medicine. Learn how to tell a story. A well-told story is as welcome as a sun-beam in a sick room.

Learn to keep your own troubles to yourself. The world is too busy to care for your ills and sorrows. Learn to stop croaking. If you cannot see any good in the world, keep the bad to yourself.

Learn to hide your pains and aches under a pleasant smile. No one cares to hear whether you have the earache, headache or rheumatism.

Learn to meet your friends with a smile. The good humored man or woman is always welcome, but the dyspeptic or hypochondriac is not wanted anywhere, and is generally a nuisance as well.



THE CITY BOY.

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God help the boy who never sees  
The butterflies, the birds, the bees,  
Nor hears the music of the breeze  
When zephyrs soft are blowing;  
Who cannot in sweet comfort lie  
Where clover-blossoms are thick and high,  
And hear the gentle murmur nigh  
Of brooklets softly flowing.

God help the boy who does not know  
Where all the woodland berries grow,  
Who never sees the forest glow  
When leaves are red and yellow;  
Whose childish feet can never stray  
Where Nature doth her charms display—  
For such a hapless boy I say  
God help the little fellow.

—*Chicago Journal.*

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SOUNDS SLANGY, BUT IS NOT.

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School teachers, especially those of the feminine gender, are absolutely averse to anything partaking of the nature of slang. One of these teachers recently took part in a discussion as to whether or not "kid," as applied to a child, could be placed in the slang category.

The gentleman using the term stood his ground and held it was not slang, and was not so classed by authorities on philology. The teacher opposed this argument and sent for a dictionary. Her surprise to find herself in the wrong was rather ludicrous, but she insisted that the term, with this application, showed lack of respect for both the child and its parents.



## EDITORIAL.

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“Carolina! Carolina! Heaven’s blessings attend her,  
While we live we will cherish, protect and defend her;  
Though the scorner may sneer at and witlings defame her,  
Our hearts swell with gladness whenever we name her.”

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### THE SCHOOL DAY IS TOO LONG.

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The school life of a child should not be made too hard. It is better, both for teacher and pupil, that as much time as possible be given to rest and recreation. Instead of being in favor of abolishing the recess, THE TEACHER believes that better work would be done by pupils if they were given four, instead of two, recesses during the school day, so that they might romp and play and fill their lungs with God’s fresh air. We believe that a child will make more progress in its studies if kept in the school-room not over four hours a day than it is now making under a close confinement in school from 8:30 A. M. to 3:30 P. M. In some of our country schools the teacher and children are at work from 8 A. M. to 5 P. M., with the exception of one hour at noon. This confinement and mental work will wear away the life of the teacher and make weak men and women of the pupils. If all the mental work was done in the school-room the situation might be different, but it is well known that even after being confined from six to eight hours a day the child is compelled to devote one or two hours to study at home, and at a time when both mind and body ought to be resting or taking physical exercise. This is the age of short school days, short sermons, short prayers, short visits; and the world is improved thereby.

PLEASE SEND us for publication all the educational news of your community. We want to keep your friends informed as to your whereabouts and your school work.

DO NOT give too long lessons to your pupils. A short lesson well learned is far better than a longer one which leaves the child with a weary brain and a confused idea of what it tried to learn. It is not the number of pages in a text-book that a pupil rushes through which proves its intelligence, but it is the single page which has been thoroughly mastered.

THERE ARE many changes of County Superintendents throughout the State for the beginning of this school year. The very best advice we can give to a new Superintendent who desires the greatest prosperity and popularity for his schools, is that he immediately call together all the teachers of his county, both public and private, and organize a working and enthusiastic Teachers' Council.

LET THIS be a great educational year for North Carolina. Every county should have a thoroughly organized Teacher's Council for the help, advice, and encouragement of each teacher. The value of the Council cannot be overestimated, and it can be realized only by comparison of the efficiency of the schools where teachers are organized for work with those sections where there is no organization of effort and influence.

THE PRESENT school year has every indication of being a more successful one than any we have known since the war. The crop prospect is the finest that can be desired, promising a most abundant harvest to the farmer. The teachers have been using the vacation in reading and study, rest and recreation, and they are better prepared than ever before to do the very best work in the school-room. Every good teacher is a growing teacher, and each succeeding year finds them doing better work for the children.



IF YOU do nothing else with your pupils be sure that you teach them to understand the American language well enough to express their thoughts properly in conversation, write a correct sentence, and spell accurately all the words they will have occasion to use. The "bad speller" is the horror of educated people, and there is no reason why any child should be a bad speller if the teacher gives proper and constant attention to the subject. You may think that we can dispense with the Latin grammar, the birch, the recess, or the gymnasium in the school-room, but the *spelling-book* must stay there forever.

THE EXECUTIVE COMMITTEE of the State Fair is arranging a most attractive programme for Educational Day during the Fair in October. There will be several prominent speakers and a number of interesting exercises on the occasion. Many teachers realize the importance and value of the Fair to their pupils and have arranged to bring the school in a body to Raleigh on Educational Day. Can't you do the same?

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### ABOUT OUR TEACHERS AND SCHOOLS.

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MISS BEULAH JAMES is teaching at Warsaw.

MR. G. E. PETTY is teaching at Red Springs.

MISS LIZZIE FOUST has a school at Melville.

MR. E. C. ROSS has a fine school at Arapahoe.

MISS HELEN SMITH is teaching at Vanceboro.

MISS DORA HOLLOWELL is teaching at Bagley.

MISS KITTIE MORGAN is teaching at Blue Wing.

MISS LIZZIE EWELL has a good school near Vanceboro.

REV. J. C. WELLS is principal of the High School at Warsaw.

MR. J. E. PATRICK is in charge of a fine school at Hookerton.

MR. A. W. LONG is teaching at Olney, and has a successful school.

MISS KATE SESSOMS has a good school near Coleraine, Bertie County.

MISS ELIZA MOORE will continue her select primary school in Raleigh.



MR. CHARLES G. COOK is principal of Aurora Academy at Rich Square.

MR. W. E. WILSON is in charge of the Pamlico Male and Female Institute.

REV. W. A. SMITH has enrolled seventy students in Cedar Rock Academy.

REV. THOMAS CARRICK is principal of Lexington Seminary for Boys and Girls.

MR. E. P. MENDENHALL is the new principal of the High School at New Bern.

MR. JOHN J. GEORGE is in charge of the flourishing Academy at Cherryville.

MISS ALICE GRIMSLEY, of Snow Hill, is teaching in the Greensboro city schools.

PROF. LYMAN C. REED is principal of Mills River Academy in Henderson County.

MISS JOSIE JOYNER, of Greenville, has taken charge of a private school at Lizzie.

MR. J. G. JOYNER opened Pendleton Academy September 6 with a very gratifying patronage.

MISS MARGARET HINSDALE has a very interesting private school at her home in Raleigh.

MR. S. J. WHITENER has a fine school at Denver, with the attendance constantly increasing.

MISS ALICE SAUNDERS, of Lenoir County, has accepted a position to teach music at Liberty.

MR. A. D. ARMISTEAD is principal of Rockingham Academy, and the term opens with fine prospects.

MR. J. E. B. DAVIS is principal of Grifton Institute, which opened on September 4 well patronized.

REV. O. T. EDWARDS is principal of Mount Vernon Springs Academy. The opening is very prosperous.

MISS SUE WHITAKER has a very interesting school at Enfield. She is one of our best female teachers.

MISS IRENE GRIMSLEY, of Snow Hill, has accepted a position as teacher in the Oxford Orphanage.

MR. W. A. MONTGOMERY, JR., of Raleigh, has accepted a position in the City Schools of Eufaula, Alabama.

MR. J. M. DOUGLASS is principal of Gaston Institute, and the school has opened with a very large attendance.

REV. J. A. BEAM continues his very successful school at Bethel Hill. His new building will soon be ready for occupancy.

THE MISSES McVEA have resumed their select private school in Raleigh, with a most prosperous opening.

TRINITY COLLEGE has a fine opening, with one hundred and forty students present the first day of the term.

MR. ALBERT HARRELL, who has been teaching in Sampson County, has entered the University for a full course.

MR. W. S. SNIPES is principal of Carthage Institute, and his assistants are Mr. D. R. McIver and Mrs. Mary Bagwell.

MR. G. W. GUILFORD has accepted the principalship of Pantego Academy, and the school opens most prosperously.

MR. G. A. CRICHET is principal of Southport Academy, and he is using all of the North Carolina text-books in his school.

MISS DORA WATFORD has accepted a position to teach in the families of Mr. Starkie Sharp and Dr. Shubrick, of Harrellsville.

THE MISSES HENNIE AND JENNIE PATRICK have a flourishing school for girls at Kinston. These ladies are excellent teachers.

MR. W. H. ALBRIGHT is principal of Rich Square High School, and the fall term began September 24 with a good attendance.

MR. W. S. SURRATT is in charge of Boomer High School for boys and girls. The school opened August 20th with fine prospects.

MR. W. C. WALLACE is principal of Spring Hill High School, at Maxton. He has a fine attendance for first term of his school.

REV. JOHN C. KILGO, the new president of Trinity College, was installed by appropriate and impressive ceremonies on September 19.

REV. D. P. TATE is head master of Belwood Institute, a high school which prepares boys for Trinity College and girls for Greensboro College.

MR. J. C. KITTRELL is principal of the Academy at Hertford, N. C., and intends to make the school thoroughly efficient for business or for college.

REV. R. T. HURLEY, Ph. B., is principal of Burlington Academy. The school is doing finely, and thoroughly prepares students for any of the colleges.

MR. Y. D. MOORE is principal of Green Mountain Academy at Fruitland, Henderson County. The fall term begins with a most gratifying attendance.

MISS KATE LOGGY and Miss Rosedna Sledge have charge of the public schools of Hendersonville. They have enrolled one hundred and forty pupils.

CHARLOTTE GRADED SCHOOLS opened with over thirteen hundred pupils. The large increase speaks well for the popularity of Mr. Alex. Graham, the Superintendent.



MR. A. P. HARRIS is principal of the High School at Troy, Montgomery County, and the school is in a flourishing condition. Miss Annie T. Gaston is teacher of music.

GUILFORD COLLEGE is one of the most popular of our institutions of learning, and it is gratifying to know that it begins the fall term under most prosperous conditions.

THE HANDSOME school building at Norwood, Stanly County, was burned on September 4, with all the desks and the organ. The loss was \$1,000, partly covered by insurance.

MISS LUCIE G. FREEMAN has charge of a very fine school near Rocky Mount. The enrollment is larger than ever, and includes a number of boarding pupils from the adjoining counties.

WAKE FOREST COLLEGE has the best opening in its history. One hundred and eighty-five students answered to roll-call at the beginning of the term, and about a hundred more are expected.

ELKIN ACADEMY is one of the most flourishing institutions in Surry County. The school is in charge of Mrs. L. W. Weathersby, principal, and Miss E. L. Siddall, assistant and director of music.

DURHAM GRADED SCHOOLS are now under the excellent management of Mr. C. W. Toms. The fall term shows a large increase in attendance, and we wish a most successful year for Superintendent Toms.

MR. J. A. MONROE, principal of the King's Mountain High School, has been elected to the presidency of the Edward McGhee College for girls, a flourishing institute in one of the best localities in Mississippi.

THE UNIVERSITY enrolled four hundred and forty students on September 4, the first day of the fall term. This is a very fine opening, and President Winston says that he expects five hundred students this term.

DR. R. H. LEWIS has a very successful school at Kinston. His Faculty comprises: Dr. R. H. Lewis, Principal; Mrs. R. H. Lewis, Assistant; Miss E. A. Draughan, Art; Miss Capitola Grainger, Music; Miss Susie Parrott, Elocution.

THE WHITE GRADED SCHOOLS of Wilson opened September 3 with three hundred pupils. Superintendent Connor is determined to give the people of Wilson a good school, and he has the full co-operation of that charming little city.

THE FALL TERM of Oak Ridge Institute opens this week with the largest attendance in its history. The school has the highest confidence of the educating public, and Professors J. A. and M. H. Holt are to be congratulated on their splendid success.

THE FACULTY of Peace Institute Conservatory of Music, Raleigh, gave a most delightful entertainment and reception on September 18. A large number of music lovers were present who were enthusiastic in their praises of each number on the programme.



OVER ONE HUNDRED boys and girls were in the chapel on the opening day at Elon College. This is one of North Carolina's favorite high grade co-educational institutions. We congratulate Dr. W. W. Staley on such a successful beginning of his administration as president of Elon.

MR. J. A. MCARTHUR is principal of Lumber Bridge High School, and he begins the fall term with over fifty pupils. Miss Sudie H. Gay, of Wilson, and Miss Mary McArthur, of Fayetteville, are his assistants. Mr. McArthur is enthusiastic in his work, and is, therefore, succeeding finely as a teacher.

BUIE'S CREEK ACADEMY, at Poe's, Harnett County, began the fall term with more boarding pupils than ever before, and the school will enjoy a prosperous session. Rev. J. A. Campbell is principal, and he is assisted by Mrs. J. A. Campbell, Mr. A. C. Holloway, Miss Nolia Benson, Mr. W. M. Montgomery and Mr. D. G. Wilson.

THE RALEIGH PUBLIC SCHOOLS opened on September 20 with an unusually large attendance. Superintendent Moses is a careful and thorough educational organizer, and has gathered about him one of the best Faculties to be found in the South, and he has made the public schools universally popular in Raleigh. There are more than two thousand pupils already enrolled.

MR. HERMAN HARRELL HORNE, a junior student of the University, has been elected a tutor in modern languages for the coming year. Mr. Horne is said to be the best and most brilliant student in the University within the past thirty years. He won three gold medals and many other literary honors at the Commencement in June. He is a son of Mr. Hardy Horne, of Clayton, and a nephew of the editor of *THE TEACHER*.

THE NINETY-THIRD TERM of Salem Female Academy began September 4, with a very large attendance. The opening exercises were held in the chapel and were conducted by Principal Clewell, assisted by Bishop Rondthaler. The chapel was almost filled with pupils and their parents. The new instructors this year are Miss Clara Query, of Charlotte; Miss Morrison, of Statesville, and Miss Scales, of Reidsville.

THE STATE AGRICULTURAL AND MECHANICAL COLLEGE opened with one hundred and eighty students present on the first day of the term. This is the largest opening the institution has ever had, and it furnishes the strongest possible testimony to the excellence and popularity of this favorite State institution of learning. Every section of the State is represented by students, and the character of the student body is very fine.

SAINT MARY'S SCHOOL at Raleigh, one of the oldest and most popular of our Southern schools for girls, began its fifty-second annual term on September 20. For several days before the opening girls had been arriving from all parts of the country, and the chapel was nearly filled on the first day of school. Rev. B. Smedes, D. D., Rector of the school, says that this promises to be one of the most successful of all terms of this favorite institution.

MR. E. E. BRITTON, who has so faithfully served our teachers for the past two years as Manager of the Teachers' Assembly Teachers' Bureau, has resigned his position as Superintendent of the Military School at Rutherfordton to accept the principalship of the graded schools at Dawson, Georgia. Mr. Britton is one of our best teachers, and while we regret to have him leave us, we congratulate our Georgia friends upon having secured his excellent services in their schools.

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## CUPID AMONG OUR TEACHERS.

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PROFESSOR E. MCK. GOODWIN, Superintendent of the State Institution for Deaf and Dumb at Morganton, married MISS MAUD BROADAWAY, a teacher in the State Normal and Industrial School at Greensboro, on June 26, 1894.

MISS LILLIAN HOMESLEY, of King's Mountain, one of the musical directors of the Teachers' Assembly, was married to MR. JOSEPH WARNER BOTT at Burlington, Vermont, on September 12, 1894. Their home will be The Beresford, at No. 1 West Eighty-first street, New York City.

ON WEDNESDAY, August 22, 1894, PROF. J. T. ALDERMAN, Superintendent of Reidsville Graded Schools, married MISS LILLIAN WATSON, of Warrenton, one of his assistant teachers. Revs. T. J. Taylor and J. O. Alderman officiated. They will reside in Tallapoosa, Georgia, where Professor Alderman has been elected Superintendent of the Graded Schools

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## AT RECESS.

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The books and slates now put away,  
And let us laugh a little while;  
For those who work there should be play,  
The leisure moments to beguile.

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HER WAY.—Little Girl: "If I was a teacher I'd make everybody behave." Aunty: "How would you accomplish that?" Little Girl: "Real easy. When girls was bad I'd tell them they didn't look pretty; and when little boys was bad I'd make them sit with the girls; and when big boys was bad I wouldn't let them sit with the girls."

NOT EVERYTHING.—Teacher: "It was very kind of you to bring me this big apple, Willie." Willie: "Yes'm. I got one for mamma and one for you." Teacher: "And that isn't the first time you have remembered me along with your mother. I guess I must have had everything that she has, haven't I?" Willie: "No'm, not everything. Mother's had twins."



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## IN MEMORIAM.

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"Death hath made no breach  
In love and sympathy, in hope and trust,  
No outward sign or sound our ears can reach,  
But there's an inward, spiritual speech  
That greets us still, though mortal tongues be dust.  
It bids us do the work that they laid down —  
Take up the song where they broke off the strain;  
So, journeying till we reach the heavenly town,  
Where are laid up our treasure and our crown,  
And our lost loved ones will be found again."

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PROFESSOR J. C. MASKE, assistant in the Schools of Latin and Greek at Wake Forest College, died September 17 at his home in Wake Forest.

REV. F. L. REID, D. D., president of Greensboro Female College, died on September 24 after a short illness. North Carolina universally mourns the death of this Christian gentleman and distinguished educator of our girls.

PROFESSOR EDWARD GRAHAM DAVES, of Baltimore, formerly of New Bern, and a brother of Major Graham Daves, died unexpectedly at Boston, Wednesday, August 8th, after a brief illness, aged 62 years. He was instrumental in organizing an association to purchase Roanoke Island with a view to the preservation of old Fort Raleigh.

MISS CORINNE HARRISON died at Chapel Hill, Wednesday afternoon, 29th August, at two o'clock. She had been seriously ill only about a week. Miss Harrison was a native of New Bern, who chose teaching as her profession and by natural adaptation and special training rose to a national reputation in the educational world. She was one of the best female teachers of the United States. She first taught five or six years in New Bern. About ten years ago she accepted a position in the Quincy School, Boston, and for the last three years she has been principal of the Hemenway School, Norfolk. Miss Harrison spent one month of this summer teaching in the Mississippi Normal School. She also taught in the Bedford City (Virginia) School of Methods. These being over, she went to Chapel Hill a month ago to rest. She attended also the National Teacher's Association this summer, and read before the Association an address which received high encomiums. She was at once progressive and practical, and she will be long remembered in love by the teachers who met Miss Harrison and saw her fine work at the Teachers' Assembly last year. She had given a great deal of time to the Swedish system of gymnastics, and was an accomplished teacher of this subject. The death of this talented lady will occasion regret to all who knew her at all, and sorrow to the hearts of all who knew her well.



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EUGENE G. HARRELL,      "      "      "      "      Editor

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## OUT OF SCHOOL.

BY M. E. VAN DUYNE.

The clock strikes two in my parlor,  
With its soft and silvery chime;  
There are voices and merry laughter,  
And I know that now is the time  
When three little roguish people,  
Whose tasks for the day are o'er,  
Will run up the oaken staircase  
And in at my open door.

Their fond little arms are round me;  
Soft lips to my own are pressed;  
Two bright little laughing faces  
With merriest smiles are dressed.  
But one is so sad and tearful,  
As it lies against my own,  
And the poor little heart, and tender,  
Thus utters its childish moan:

"Oh, why, mamma, do you send me  
Where the hours are all so long?  
I try so hard with the lessons,  
But I always get them wrong.  
At home, with you, I am happy,  
But there I must keep the rule;  
When I am a great grown lady,  
I will never go to school."

Oh, how shall I tell my baby,  
With her sheaf of golden hair,  
With the soul through her bright eyes shining,  
So free from sorrow and care,  
That my lessons are only longer,  
And sterner and stricter the rule—  
That we who are great grown ladies,  
We never are “out of school.”

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### A GENTLEMAN.

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In telling what he thought a gentleman should be, Cardinal Newman once wrote: “He has eyes on all his company. He is tender towards the bashful, gentle toward the distant, and merciful toward the absurd. In his conversation the gentleman will remember to whom he is speaking, have thought for all the company, and avoid allusions that would give pain to any of them, steering away also from topics that irritate. When he does a favor to another—and he does many—the gentleman will somehow make it appear that he is receiving the benefit instead of conferring it. He is never mean or little in his disputes. Moreover, he shows that he has an intellect far above the average in the fact that he never mistakes personalities and sharp sayings for arguments. Most of mankind do. When grief, illness, or losses come to him, he submits to pain because it is inevitable. Bereavement he takes with heroic philosophy, because it is irreparable. He goes to death without a murmur, because it is destiny.”

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THE THING that is quickest to develop the matchless resources of North Carolina is the school-house.

## HISTORICAL "DON'T'S."

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BY PROF. H. E. CHAMBERS, TULANE UNIVERSITY.

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1. Don't require the text to be memorized.
2. Don't follow a strictly chronological order. The idea of time is a poor one about which to group events that are otherwise unrelated.
3. Don't burden the mind with unimportant dates. Beyond the memorizing of twelve important dates no special efforts in this direction should be required. It is only necessary to know the relative and approximate time of most events mentioned in history.
4. Don't assign lessons by pages. Let the lessons be upon subjects or topics.
5. Don't assign long lessons.
6. Don't fail to make preliminary exposition of the lessons assigned.
7. Don't explain too much. Quality of intellect depends upon concentrative mental effort. Too much explanation frequently imbues the pupil with the idea that he knows the lesson without further study.
8. Don't be afraid to make the recitation interesting.
9. Don't fail to review frequently. Thoroughness is indicated not in what is learned, but in what is remembered.
10. Don't neglect to keep posted upon current events. Read the newspapers, call frequent attention to the connection between present and past events.
11. Don't confine yourself to one text-book or authority. Encourage parallel readings, and interest the pupils in the investigation of some few selected subjects thoroughly.
12. Don't imagine that everything *in a complete school history* is to be mastered. Advanced histories are works of reference as well as class-books. The thorough study of successive lessons may be insisted upon as a means of culture.



CHEAP TEXT BOOKS.

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The *Journal of Education* pricks this "bubble" of cheap text-books, cheap teachers and cheap schools, as follows:

"It is to be remembered that the demand for *cheap text-books* by cheap methods is always for some other purpose than for the improvement of the schools. No man has as yet been so fool-hardy as to say that he advocated them for the good of the schools. All that can be said is, 'Let us save a dollar and trust to luck for the education of the child!'

"Cheap books ultimately mean *cheap teachers* and cheap school-houses, and this means a cheap nation. In the nature of the case the *best books* cost more than poor books. Higher talent is employed for the writing and illustrating. It takes a higher grade man to sell a first-class book and appreciate its merits than it does a book that is simply cheap. Any man can sell goods when the purchaser simply asks, 'Is the price nineteen cents or twenty cents?' and buys of the one who says 'nineteen cents.'

"The whole crusade is, first, for the cheapest books of standard houses; second, for the cheapest publishing houses; third, for new cheap publishers to turn out cheaper books than any 'house' will issue; fourth, State publications that no publisher would issue without a government subsidy: fifth, this costs about two dollars for one dollar's worth of books, and that dollar could have bought the best books of the best authors of the best houses.

"The trouble is not with State adoption, or with State publishing, primarily, but the cry of cheapness. When thought is focused upon *price* and not *quality*, cheap men will be on school boards, cheap men will write books, cheap men will sell them, cheap teachers will use them in cheap school-houses, and cheap children of cheap parents will study them. Then the public school system will be doomed."

[FOR THE NORTH CAROLINA TEACHER.]

## THE RELATION OF COLLEGES TO PREPARATORY SCHOOLS.

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BY JOHN FRANKLIN CROWELL, DR. LITT., EX-PRESIDENT TRINITY COLLEGE, DURHAM, N. C.

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Mutual supply and demand—these words suggest the essential relation and the law of life which must ever exist between co-ordinate institutions such as the colleges and the preparatory schools of our State.

I take it, then, that this topic, apart from the preceding one, is meant to be the equivalent of the question, *What may the colleges reasonably ask of the preparatory schools?*

To this my answer would be:

*First.* A systematic curriculum of three or four years of graduated courses as recommended by the Committee of Ten, at the completion of which courses the student should without any misgiving find himself prepared to enter the Bachelor's course of our colleges. This is the first thing which the colleges have a right to take for granted in their relations to the preparatory schools, if the present threefold educational order is going to continue.

*Secondly.* The colleges must cede the field of preparatory instruction more completely to the preparatory schools; the main purpose of a college is to give a youth an introductory training for the demands of manhood. A liberal education means something larger every additional year; so that colleges, to preserve their integrity, if not their life, must insist on being released from preparatory work and all extraneous engagements, so as to center all their efforts upon the enlarging problem of college training.

In the largest sense it does not pay for these two types of institutions to trespass on each other's acknowledged sphere. For a college to be encumbered with preparatory



students is to beset it with weights so heavy as seriously to damage its own higher work with its legitimate college classes; for a preparatory school to retain its students through the freshman or sophomore year does not pay financially, but must detract much from the work on the larger and lower classes for the benefit of the smaller upper classes. Thus the college undertakes what it is least able to do well, and the preparatory school repeats the same blunder.

There is no doubt much less of this trespassing than is commonly believed to exist, yet the less there is of it the better for all concerned. With some it is only incidental; with others it has become an indispensable element. In either case it is likely to be an injury to the student, in the end, to be sent out of his natural place. Whatever institutional order of things maintains, this unnatural relation of a pupil may easily be false in purpose and delusive in its tendencies. I refer to those schools whose students break down in the midst of the college course after having entered upon a much-coveted advanced standing without any real acquaintance with college methods. Nor is this an unusual experience.

*Thirdly.* The colleges should make known exactly what and how much of each subject they want the preparatory schools to teach. The New England Association of Colleges meets annually with the principals of the leading preparatory schools of these States and determine upon what shall be asked of the preparatory schools; at the same time the principals present the difficulties in the way, and suggest changes in the amount and character of requirements. One meeting a year of definite results in this matter is worth more than volumes of discussion. The same results might be reached here if we had the faculty of agreeing to recommend some definite thing for the preparatory schools to do. There are hopeful signs, however; the North



Carolina Association of Colleges has a committee of fifteen, of which Prof. Hill, of the Agricultural and Mechanical College, is chairman, to make thorough inquiry into preparatory conditions and report at the next meeting. More definite than that, the Board of Trustees of Trinity College at their May meeting directed that the President and Faculty of that college should make out a standard curriculum for the nine preparatory schools correlated with Trinity College and prescribe the text-books to be used. This is a step in the right direction for the improvement of the relation of this college with the preparatory schools under its care.

*Fourthly.* The colleges should respect their duty to train their graduates for teaching in preparatory schools; this can be done in several ways:

1. By having each chair give one hour a week to Juniors and Seniors in showing them how to prepare students for college in the respective subjects.

2. By holding occasionally special meetings of professors and students to consider preparation for college from the point of view of both pupil and teacher. In meetings of this kind we have gotten much encouragement.

3. By establishing a separate chair to train teachers, as has been done by the State University.

*Fifthly.* A more rigid regulation of admission to colleges by certificate of principal, both for themselves and for the preparatory schools. The substitution of scrip for brains is no help to scholarship. The privilege of entering without examination ought to be something to be granted to the best type of preparatory schools, and not to be used by the colleges as a bait to be thrown to all alike. We must fix definite conditions, which will exclude the incompetent and guarantee to the capable preparatory schools the recognition they deserve.

The first step to this end must be taken by the colleges.

For them it is largely a question of ethics; to the preparatory schools it is a question of bread and butter.

To put it in another form: Can the colleges, with any reasonable assurance, hope to get the preparatory work done by the preparatory schools by admitting on all sorts of certificates from all sorts of schools with all sorts of curricula, some of which are in no sort of relation to the college requirements? Admission by certificate is a good thing in itself, provided it states two facts, namely, the scholarship and character of the applicant. Any evasion which misses these is a snare or a delusion too much in practice. Many an honest student has been led into the wilderness of thought and forever lost there, because he has been schooled in false standards of scholarship which the colleges should have corrected rather than approved by admission. This countenancing of false educational values is a defect to be remedied before the relations of colleges to preparatory schools can be much improved.

To remedy this, colleges must know more about the preparatory schools before their certificates are recognized as passports for scholarship. The colleges must at least make sure that the time, methods, teachers and text-books are of such character as to meet the advancing standard of scholarship required in colleges.

After all, the colleges are mostly at fault in continuing these unsatisfactory relations. Could three or four denominational colleges and the State University come to any common understanding in essential relations, the preparatory schools would be greatly benefited, and all concerned be strengthened in respect and confidence for one another. The more fully we discharge our duty as colleges, the greater will be the return to be gotten from the preparatory schools. In this, as in all other social relations, it is true that "with what measure ye mete it shall be measured to you again." Our security and growth as colleges depend



on these vital relations. To secure them we ought beyond doubt to address ourselves to this particular question as to no other one in the higher education of the State.

Unless something of this kind is done, that is, unless colleges and university alike set their faces against the practice of admitting to collegiate courses youths and young men who are confessedly unfit to undertake the work of that grade, I fear that the very best preparatory schools, those who are doing the best work for the colleges, will come naturally to doubt whether they have any permanent relation whatever with the colleges.

As I see it, then, the preparatory schools have legitimate ground of complaint against our whole system of colleges, in so far as such colleges fail to insist that every student must at first have at least an academic training in all English branches before he be admitted to college or university to take any courses whatever, whether regular or special. There is only one relation the colleges and the university have with the preparatory schools, and that is the right one—the one that gives to these schools what is really their own.

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[FOR THE NORTH CAROLINA TEACHER.]

## AN ESTIMATE OF CHARLES DICKENS.

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BY MISS ETTAH TAYLOR, CALLAWAY, VA.

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It behooves us not now to enter into details of his life and character. We need not describe the land of his birth or place of his death. Opinions, not original or individual, for the hundred estimates of the innumerable merits of so distinguished a novelist must, in a measure, be identical, but those which convey the soul-felt sentiments of the writer will suffice for this little sketch.



We do not merely admire Dickens, we *love* him. It is with pleasure and delight that we linger with the characters, the lowly lives and homes of whom he has so wonderfully and vigorously portrayed. "We never think of him as a writer, but as a friend." The pleasure derived from any one of his books is rivaled by the regret that such joy is among past experiences—that the book is finished.

That Dickens recognized genuine joy in the emotions, is a statement substantiated by the wonderful power he possesses to excite the feelings. It is with love and pity that we regard David Copperfield through all the trials of his childhood. We would fain stay the brutish blows inflicted by his inhuman school-teacher. Those for whom Dickens desires our sympathy and our love are sure to win both. The pauper and the hypocrite whom he designed to be repulsive, must meet our aversion. At the sight of Mr. Swiveller we are convulsed with laughter, while our sorrow at the death of "little Nell" finds relief only in tears. There never was a more hypocritical, "umble," sneaking, disgusting, and wholly repulsive character than the being to whom Dickens has given the name of Uriah Heep.

With the novelist, the imaginative faculty should be predominant. Through all his works Dickens displays this faculty in a most lucid form. Through his exaggerated imagination things unseen by us become beings in the world of reality. He imparts to inanimate objects the spirit of animation. For him inert matter moves, stones speak with the voice of eloquence, the dark pit swells into a frightful abyss, white walls become ghost-like shadows, and the chilly winter's night wind, howling and moaning among the solitary tombs, seems to read the inscriptions on the crumbling monuments, and dashing in its fury past the deserted traveler, interprets to him the sentiments they express. Give Dickens a "cricket on the hearth" and a

humming tea-kettle, and his description of the most humble fireside will be the picture of comfort and happiness. However complex the nature of these paintings, every object remains identical with itself—nothing is confused or confounded.

The beings to which Dickens directs his attention, and which gain through him our love and our pity, are not the creations of his fancy, but true portraits of the life of the lowly, not only of London, but of the whole world. He studied their lives, found the good in them and revealed their condition to the world. We learn from his teaching that love, pity, sympathy and goodness are the highest virtues attainable; that it rests upon us to lift up the fallen, care for the lowly and rescue the perishing.

Let the foolishness and folly of high life and society wickedness be assigned to the sod. Remember that the purest and noblest hearts do not always beat under the robes of kings and courtiers. The most heroic spirits are not always clothed with the mantle of fame and worldly renown. There are hundreds to whom we may justly ascribe the characteristics applied by Dickens to John the carrier: "So rough upon the surface, but so gentle at the core, so dull without, so quick within, so stolid, but so good." In the language of the illustrious writer, we re-echo his lofty sentiments: "Oh, Mother Nature, give thy children the true poetry of heart that hid itself in this poor carrier's breast, and we can bear to have them talking prose and leading lives of prose, and bear to bless them for their company."

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WHEN YOUR PUPILS seem dull and inattentive throw the windows wide open, then have all the school to stand up and sing one or two stanzas of "The Old North State," "Ho! for Carolina," or "True to North Carolina." This will give new life to study.



## A WOMAN'S PROTEST AGAINST WOMAN SUFFRAGE.

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A meeting of Brooklyn women opposed to the extension of suffrage to their sex, took place recently at the residence of Mrs. W. A. Putnam, 70 Willow Street, and it was then determined to formulate a protest against the present active universal suffrage movement. A second meeting was held later, and the following preamble and protest were adopted:

We, American women, citizens of the State of New York, protest against the proposal to impose the obligation of suffrage upon the women of this State, for the following among other reasons:

1. Because suffrage is to be regarded, not as a privilege to be enjoyed, but as a duty to be performed.
2. Because hitherto the women of this State have enjoyed exemption from this burdensome duty, and no adequate reason has been assigned for depriving them of that immunity.
3. Because conferring suffrage upon the women who claim it would impose suffrage upon the many women who neither desire it as a privilege nor regard it as their duty.
4. Because the need of America is, not an increased quantity, but an improved quality, of the vote, and there is no adequate reason to believe that woman suffrage by doubling the vote will improve its quality.
5. Because the household, not the individual, is the unit of the State, and the vast majority of the women are represented by household suffrage.
6. Because the women not so represented suffer no practical injustice which giving the suffrage will remedy.
7. Because equality in character does not imply similarity in function, and the duties of life of men and women are divinely ordered to be different in the State, as in the home.
8. Because the energies of women are engrossed by the present duties and interests, from which men cannot relieve them, and it is better for the community that they devote their energies to the more efficient performance of their present work than to divert them to new fields of activity.
9. Because political equality will deprive woman of special privileges hitherto accorded to her by law.
10. Because suffrage logically involves the holding of public office, and office-holding is inconsistent with the duties of most women.

This is signed by Mrs. William A. Putnam, Mrs. George



White Field, Mrs. Lyman Abbott, Mrs. Thomas S. Moore, Mrs. Thomas E. Stillman, Mrs. Tunis G. Bergen, Mrs. S. B. Chittenden, Mrs. Charles W. Ide, Mrs. W. S. P. Prentice, Miss Lilian M. Haines, Mrs. John Tasker Howard, Mrs. Lindley Murray, Jr.; Mrs. David M. Morrison, Mrs. Carll H. De Silver, Mrs. George H. Southard, Mrs. Charles Cuthbert Hall, Mrs. John E. Leech, Mrs. George H. Ripley, Mrs. William C. Beecher, Mrs. James McKeen, and Mrs. R. Mayo-Smith—representing the most prominent families, socially and financially, in the State of New York.

This action about expresses the opinions of the true *womanly* women of our land, and these are the only kind in which man has any interest, nor does he care what the other species may believe as to female suffrage.

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### BEING PLEASANT.

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It will surprise many persons to learn that being pleasant is merely a matter of habit. It must be cultivated like every good habit.

It has its root in an unselfish desire for the happiness of others, not excluding one's own family. It will require a great effort at first to check the hasty words, to forego the profitless argument, to withhold the impertinent criticism, to speak the truth in love, but it is an effort that is well repaid by the results.

Rudeness is never justifiable. It is sometimes necessary to reprove, to warn, to remonstrate, even to speak gravely and plainly of faults that should be corrected. All this can be done without encroaching in any way upon the courtesy that is due from one human being to another.

Well bred persons are never rude; the chivalrous man,

the refined woman, hesitate to hurt the feelings of any one with whom they are thrown in contact. They treat them with the respect which they exact for themselves.

There is no surer sign of a flippant, ill-regulated narrow mind than a disregard for the rights of others. "Be courteous," is a divine command as binding as "Be pitiful."

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### EDUCATIONAL DAY AT THE STATE FAIR.

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Tuesday, October 23d, was a day long to be remembered in this State as the greatest day of the greatest annual Fair ever held by the North Carolina State Agricultural Society—it being "Educational Day."

The Teachers' Assembly, at its session last June, appointed a committee to prepare a suitable programme for this day at the State Fair, as follows: E. A. Alderman, chairman; W. L. Poteat, H. L. Smith, D. H. Hill, L. W. Crawford, C. D. McIver, W. W. Staley, and L. L. Hobbs.

The committee did its work well.

The day was bright and beautiful, typical of the charming Indian summer which North Carolina always enjoys in October. All the schools in Raleigh suspended work for the occasion, and there were gathered in the third story of the Grand Stand at the Fair Grounds over a thousand school children, a large number of teachers, many from a distance, and a fine audience of visitors who are friends of education. It was an assemblage to inspire the hearts of all who love North Carolina and her educational institutions.

Colonel Julian S. Carr, President of the Agricultural Society, introduced Governor Elias Carr in a few well chosen and very appropriate words, who then formally opened the Fair in a fine speech of fifteen minutes. At the conclusion of the Governor's speech some five hundred beautiful girls of the Raleigh Graded Schools arose and



sang most sweetly and impressively our grand State song, "The Old North State."

Chairman Alderman then introduced the special speaker of the occasion amidst prolonged applause—Rev. J. L. M. Curry, LL. D.

Did any human being ever listen to Dr. Curry speak without feeling his soul stirred to an intensified interest in the education of all our people. No! Such a thing is impossible.

The speaker was at his best to-day, and his brilliant flights of pathetic eloquence, his sound, common-sense reasoning, his earnestness and zeal in the great cause of universal education, tenderly touched the sympathetic heart of that vast audience. He spoke for an hour and a half in the face of a cool October east wind, but so great was the interest on the part of his hearers that he had their undivided attention, and at the close of his speech the hearty and continued applause assured him that North Carolina most cordially endorsed every statement he had made and every opinion expressed as encouraging to the greatest possible educational prosperity of our people.

In the evening the Hall of Representatives in the Capitol was filled with our most intelligent people to hear the concluding speeches of Educational Day. Professor Alderman presided and gave a very fine introductory paper on the subject of "Our Educational Needs." He then introduced Superintendent Moses, who submitted a very interesting paper in regard to "How Other States Have Built Up their School Systems." This was followed by a good paper from Dr. L. L. Hobbs concerning "Progress of the South in Local Taxation." Hon. J. C. Scarborough spoke on "Needed Legislation to Secure Local Taxation." Short talks were then made by Col. J. S. Carr, President G. T. Winston, Rev. J. W. Carter, D. D., Prof. W. T. Massey, and Judge Walter Clark, all expressing intense interest in the



cause of our schools and urging unswerving co-operation with every lawful effort put forth for the improvement and extension of our educational facilities.

North Carolina has every cause to be very proud of her grand Educational Day, and the Teachers' Assembly should appoint such a day for every State Fair.

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## THE UNPARDONABLE PEDAGOGICAL SIN.

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BY CAROLINE B. LEROW

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Sarcasm is the unpardonable sin in a teacher. It is almost unpardonable in any person, at any time, in any place, under any circumstances. "To tear the flesh like dogs" is the real significance of the strong, harsh Greek words, which by easy and natural transition become identified with an intellectual and verbal laceration of a corresponding character.

Sarcasm is the expression of contempt, anger, jealous bitterness, disappointment; of "malice, hardness, and all uncharitableness," in language more or less disguised, in a form of words which in letter may not offend, but which are in spirit as objectionable as they can be made.

Sarcasm is employed by two classes of persons—those who really possess and need some vent for anger, contempt, or bitterness of spirit, and those who by the use of this form of phraseology seek to imply superiority, criticism, or patronage. It is considered to be a "smart" style of speech, and really does require, on account of its double, veiled, insinuating nature, a greater degree of intelligence, skill and quickness than pertains to ordinary, straightforward utterance. Very much of the temptation to its use by those who are competent to handle this verbal weapon can be accounted for on this ground.

The relation of teachers to pupils is that of youth depending upon maturity, weakness upon strength, awkwardness upon skill, inexperience upon expertness, ignorance upon wisdom. Can anything more revolting be imagined than for this superiority of age, strength, and wisdom to brow-beat youth, weakness and ignorance? We rebuke the boy who strikes a fellow smaller than himself. We have contempt for the fighter who will "hit a man after he is down." We protest sympathy for the "under dog in the fight." Is not the corresponding school-room situation still further intensified by the fact that children are helpless, not aggressive, the "fight" is wholly on one side, and the victory assured from the outset?

Setting aside cases of persistent obstinacy or disobedience, even those in the majority of instances being largely the fault of the teacher, the mistakes of the child are a natural result of his groping through blindness and darkness into light. He blunders, makes false steps, stumbles, and falls. What more natural than that he should do so? In what other way can he ever progress, grow and learn? The very relation of teacher and pupil is a tacit acknowledgment that there is a great lack upon one side, to be supplied by a great endowment upon the other. How outrageous for his superior attainment to presume in any way upon the inferior! Is it not the sure sign of a mean and petty soul, the contemptible spirit which leads one to "strike a fellow who can't hit back?" And so far as the child is intellectually incapable of appreciating the "smartness" of the verbal assault, except in its effect upon himself, it is really a wanton waste of raw material upon the part of the teacher.

A sarcastic teacher can never be a teacher in the true sense of the word. There is nothing that so hurts the child, so hampers his progress, so hinders his development as sarcasm on the part of the one from whom, above all others, he has a right to expect sympathy. The prover-

bial "bull in a china shop" is not more out of place—and does infinitely less mischief—than the sarcastic man or woman in the school-room.—*Journal of Education.*

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### RESPECT THESE NAMES.

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NEW-FOUND'-LAND AND SAN-FRAN-CIS'-CO IS THE WAY TO PRONOUNCE THEM.

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A man from St. John's, Newfoundland, and another man from San Francisco, Cal., met as strangers at a *cafe* table, but after some casual talk they happened to speak of the foreign pronunciation of the province from whence one hailed and the city of the other, and thus they soon became fervid friends, bound by a sympathetic tie, which was bountifully irrigated before they parted.

"It used to make us only weary, but now it makes us angry," explained the St. John's man. "Indeed, at first we did not know what visitors from the United States were talking about when they spoke of 'Nu-fun-lan', with the accent on the first syllable. The name of my country is exactly as it is spelled, made up of three words, namely, 'new,' 'found,' and 'land.' If Lieut. Peary should find a new land this winter I wonder if New Yorkers would, in conversation, speak of it as the 'nu fun lan?'"

"That is pretty tough," said the San Franciscan, "but we suffer worse, because from a worse cause. People probably mispronounce the name of your country through carelessness, but easterners call my city out of its name with malicious purpose, and that none of them has been hanged for it shows that we are forbearing people beyond all others. They call my city"—the speaker choked at the word—"they call it 'Frisco!' Why do they not call it 'Denis,' or 'Mars?' They have just as much right,



and they seem to think they are doing something pleasant and smart; yet every San Franciscan loathes, with a murderous loathing, to hear his city so called. No native or resident of San Francisco ever calls it 'Frisco.' He would rather admit that its climate is bad. Californians never abbreviate their geographical names. Even 'San Bernardino,' 'San Louis Obispo,' 'San Buenaventura' are honored in every syllable."—*New York Sun*.

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### DO THE NEXT THING.

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Don't live a single hour of your life without doing exactly what is to be done in it, and going straight through it from beginning to end. Work, play, study, whatever it is, take hold at once and finish it up squarely; then to the next thing, without letting any moments drop between.

It is wonderful to see how many hours these prompt people contrive to make of a day. It is as if they picked up the moments the dawdlers lost.

And if you ever find yourself where you have so many things pressing upon you that you hardly know where to begin, let me tell you a secret: Take hold of the very one that comes to hand, and you will find the rest will all fall into line and follow after like a company of well-drilled soldiers; and, though work may be hard to meet when it charges in a squad, it is easily vanquished if you can bring it into line.

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BEGIN EVERY school day with a smile, teacher, and not a frown. If you are cross in the morning, stay at home and give the children a holiday.

## IN THE SCHOOL-ROOM.

## THE HOLLY BUSH.

BY ALBERT C. HOPKINS.

(Proposed Floral Emblem of North Carolina—The Old North State Motto: "Immortality of Love.")

"As freshly green as immortality,  
With fruit as warmly red as pulsing love."

Evergreen holly bush,  
Still your sharp lances push  
Backward the wanton brute  
Seeking your flower or fruit,  
Smarting with pain ;  
Thus do you keep at bay  
All those who would betray  
Thy holy love ; all those,  
Heedless of thy repose,  
Seek thee in vain.

True love still finds thee true,  
If it but chooses to sue,  
Graciously, thy warm heart ;  
Gentle hands ne'er depart,  
Bleeding, from thee.  
Immortal gifts are thine ;  
Those who their hearts incline  
Truly to life and love  
Find thee, as God above,  
Loving and free.

Let us read thy true life—  
Love must be armed for strife  
'Gainst all its wanton foes,  
While still its heart o'erflows  
    Ever, to love.  
Be, thus, our emblem bright ;  
Lead us by day and night ;  
Bloom on our shield and claim  
Honor due, name and fame  
    Pure as the dove.

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### SAY A GOOD WORD.

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Tell your pupils that to cultivate a habit of always seeing the awkward or ridiculous aspect of things is unwise.

Cynical remarks can be passed respecting all men and all happenings. Life is nothing but dregs to one who educates himself out of the possibility of admiring, praising or wondering. It is a mournful routine with the man whose blood does not sometimes boil with honest indignation. If the habitual sneer is not occasionally chased away by a square smile or a broad grin, then life is sad indeed.

If you are settled down in the rut of insipid bitterness, with no vision of the good, the true or the beautiful, it is time to travel. Go to the world's cataract at Niagara and see if your eye will not brighten at that stupendous master stroke of nature there exhibited.

Stand in the presence of heroism and test whether your jaded nerves will not thrill and tingle with admiration. Visit the great gala occasions of nations when all that is grand and imposing in the resources of power, wealth and splendor is displayed, and try if you cannot observe and wonder.



The habitual satirist tears down, but never builds up. He spins no meshes of thought which binds facts into a fabric of useful and helpful experience. His words are disparagement, chill and discouragement. Effort palls, hopes die and purposes wane under the notice that he takes. Say a good word.

Utter a timely suggestion. Bestow praise where it will bias to the right. Cheer honest effort. Overlook the flaws and let the main aspect alone attract your attention. Then the path of your influence will be marked by certain results, where, with the habit of satire, your path would be strewn with wrecks and abandoned efforts begun in faith and deserted in cynicism.

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### SUBJECTS FOR A TALK.

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Every ambitious teacher should devote about ten minutes every Friday afternoon to an impressive talk to pupils on some live subject which is not in the text-books. For the next four weeks we suggest that North Carolina teachers will use the following quotations as the lesson to be impressed by their talks. There is a great sermon in each:

Love for the parent or teacher provides the strongest safeguard against wrongdoing.—*Sully*.

Moral principles are few, simple, clear, and are perceived by men universally. Appeal to these, awaken them, use them, and make men moral beings.—*Duryea*.

The formation of habits is of the utmost importance, not in educating the intelligence alone, but its value with regard to the moral actions is even greater still.—*Radestock*.

I long to see a world in which a man, because he is rich, will not be insolent, and I long to see a world in which a man, because he is poor, will not be mutinous.—*Myron W. Reed*.

COMMON SENSE CATECHISM.

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What was the time of day in China when you came to school this morning? 9 P. M.

Can you move your upper jaw independently of the rest of your body? No.

What is the only city on the Equator? Quito.

Why are men more frequently bald than women? The hat of the former is not so well ventilated as that of the latter.

What places have been capitals of United States? Philadelphia, York, Lancaster, Baltimore, Annapolis, New York and Washington.

Does it take longer to sail from America to Europe than from Europe to America? If so, why? Easier to sail from America to Europe on account of prevailing winds and currents.

Who was the first white child born in the United States? Virginia Dare, on Roanoke Island, North Carolina, August 18, 1587.

What is the difference between the "Western hemisphere" and the Western continent? Western hemisphere means one-half of the earth, while Western continent means North and South America.

What celebrated man lived without meat in order to buy books? Benjamin Franklin.

Why are scars white? Pigment cells are destroyed and never replaced.

What is the only instance where the people failed to select a Vice-President? Van Buren's administration.

What State (United States) is exactly midway between the Equator and North Pole? Maine.

Why does a black slate pencil make a white mark? The minute particles of the pencil reflect and refract the rays of light.

What is the only Marsupial of America? Opossums.

Which way does the bean twine in growing? From east to west.

Why cannot brass be welded? It does not become soft before melting.

What animal sleeps with its eyes open? Weasel. Why? It can't shut them?

What forms sponges? Where do they come from? They are animal growth. Mediterranean Sea.

A boy stands at the North Pole and throws a stone at an object; which way will it go? South.

Will a pail of water weigh more with a live fish in than without? Yes.

What would become of a ball if dropped in a hole bored through the center of the earth? Finally rest in the center of the earth.

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### PRIZE LETTER WRITING.

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Do you realize, teachers, that there is no more improving practice for your pupils than letter writing? To write a good letter, includes a knowledge of spelling, composition, grammar, penmanship, reading, and, in fact, almost every other study in the school course. Do not neglect this very important branch of your training, but have every pupil in your school to write at least one letter each week. It is hard to write a letter as you talk in conversation, and yet this is the secret of a correct and interesting letter. To encourage our boys and girls in acquiring this valuable art of letter writing, THE TEACHER will offer a reward of a set of Dickens' novels for the best letter to the editor by any boy or girl in school between eight and sixteen years of age. The award will be decided by a competent committee, and every feature of the letter, and age of pupil will be duly considered.



### THE THREE VOLUMES.

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Life is story in volumes three,  
"The Past," "The Present," "The Yet To Be."

The first is finished and laid away,  
The second we're reading day by day.

The third and last of the volumes three  
Is locked from sight. God keepeth the key.

—*Lizzie Wells, Toronto.*

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### HOW TO TELL THE HEIGHT OF A TREE.

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Take a stick one foot long and stand it by the tree parallel with the trunk, at any time of the day, and measure the length of its shadow. Then measure the length of the shadow cast by the tree and divide this by the length of the stick's shadow, and the result will be the height of the tree in feet.

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### HOW TO SLEEP.

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The girl who wants to be a young lady all her life should make it a rule to go to bed early, to get up early, and to sleep alone on a clean hair mattress that is regularly aired and annually made over.

She doesn't want a pillow, and never, never, never, a comfortable on her bed ; the pillow is thought to hinder perfect respiration and to spoil the pretty back, and the cotton-weighted cover is known to obstruct ventilation.

Blankets and quilts are loosely woven ; they allow the excretions from the sweat glands to escape ; comfortables do not ; on account of the density of the cotton batting the skin is heated, the perspiration does not evaporate readily, and in consequence the lungs, intestines and kidneys are forced to do extra work in carrying off the waste material.

[FOR NORTH CAROLINA TEACHER.]

## TO OUR CONFEDERATE DEAD.

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ON LAYING THE CORNER-STONE OF THE MONUMENT AT RALEIGH,  
MAY 22, 1894.

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MARSHALL, DELANCEY HAYWOOD, RALEIGH, N. C.

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Noble martyrs! gently sleeping  
On the hills throughout the South,  
From the lordly old Potomac  
To the Mississippi's mouth;  
From the wave-beat shoals of Hatteras  
To Antietam's bloody plain,  
In a holy cause you suffered—  
For your country you were slain.

Now does grateful Carolina  
This fair column proudly rear  
To her chivalrous defenders,  
Who, without reproach or fear,  
Four long years, in bloody conflict,  
With the sword her rights maintained  
Until all was lost, save honor,  
And naught but glory could be gained.

In the shades of Southern forests  
Many of you now repose,  
All unmindful in your slumbers  
Of earthly joys or human woes;  
Waiting for the final summons  
Of the Master up above  
To be joined with your kindred  
In the realms of peace and love.

## EDITORIAL.

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“Carolina! Carolina! Heaven’s blessings attend her,  
While we live we will cherish, protect and defend her;  
Though the scorner may sneer at and witlings defame her,  
Our hearts swell with gladness whenever we name her.”

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### HOW TO INCREASE OUR SCHOOL TERMS.

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We believe that the public school system of our State is as good, in the main, as that of any other in the Union, but there is yet needed a very important amendment to the school law of North Carolina. We now have a general property tax of sixteen cents for the support of our public schools, and it gives an average term of about six weeks. This term is not sufficient for the necessary education of the great masses of our children, but we do not think it would be wise to increase the general school tax at present. However, there ought to be at least a four months public school in every district in North Carolina. There is a growing desire on the part of our people for a longer school term, and they are willing to pay for it. The only practical way to increase the length of the public school term at present is by extending the privileges of local taxation. The school law should, therefore, be amended so as to permit any township in the State to hold an election for a township tax for the public schools, not to exceed twenty cents on the one hundred dollars valuation of real and personal property. Such a privilege of voting a tax can be no injustice to anybody as no tax can be levied except by consent of the majority of qualified voters. Any special



tax that is levied by a majority vote is right, and if the majority of the people in a township want more education for the children of their township, and are willing to pay for it by special taxation, they surely ought to be allowed the privilege of lawfully voting upon the question. An amendment, providing for a township vote upon local taxation for public schools, will be submitted to the Legislature in January, and the bill should have the unanimous endorsement of the General Assembly. Nine-tenths of the townships in the State will promptly vote for this special local tax for public schools, and North Carolina will take another long step forward

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TEACHER, ARE you carefully looking after the moral training of your pupils? Are you helping them to form a code of moral conduct that will properly guard them through life? Do you realize that while you may not be wholly responsible, yet you are, in a large measure, accountable for their conduct after leaving school? In many cases the school teacher is the only teacher which a child has, and that teacher has fallen far short of duty if the moral training of that child is neglected.

NORTH CAROLINA is now annually expending for our public schools over \$830,000. Noble old State! And not a dollar of the expenditure fails to yield tenfold its value to the State. This amount does not include the special taxes for public Graded Schools in the cities, nor the special appropriations for State institutions of higher and technical education. What other State in America can show a nobler educational liberality upon the same assessed property valuation? Dear old North Carolina! "Though the scorner may sneer at and wittings defame her, our hearts swell with gladness whenever we name her."

DON'T, BRETHREN of the educational press, don't take any advertisements of patent medicines for your journals. The educational papers should occupy the most refined and exalted position in journalism, and it is truly shocking to read some of the indelicate patent-medicine and surgical-instrument advertisements that appear in some of our school papers.

A WELL-KNOWN and popular editor of an educational journal said to us some time ago: "There are certain colleges in my State in which I have not a single subscriber, because the teachers are of that know-it-all kind, which is so familiar to every educational worker." We have no such colleges in North Carolina—that is, so far as THE TEACHER is concerned.

TEACHERS, YOU cannot too strongly urge upon your pupils the value of good reading. Besides being a great pleasure it is a continual strength to both heart and mind. A pure and good book has an eternal life, and its influence has many times led the souls of its readers also into the blessedness of eternal life. The printed page, be it good or bad, has often laid successful siege at the heart of a reader when the most powerful sermon or lecture would have been without effect. Every child that delights in reading pure and proper books is almost sure to be a success in life; then it is your duty, teacher, to give all possible encouragement to the cultivation of a habit of good reading in every boy and girl under your care and training.

YOU WILL find a "Subscription Blank" enclosed with this number of THE TEACHER. Don't you think it will be the correct thing for you to do, while the matter is fresh in mind, to fill out the blank and return it to us with your subscription or renewal? If you do not need the blank, will you kindly hand it to some fellow-teacher who is not now a subscriber, and thus do a good turn all around? Every mail is bringing many new subscriptions, and we

believe this is going to be the best year with *THE TEACHER*, as it is with the schools. If you read *THE TEACHER* regularly it will make your work easier for you and better for your pupils; it will stimulate your ambition and point you to ways of greater success in your teaching; it will keep you posted in educational progress in North Carolina and tell your friends what you are doing in the cause; it will help you to brighten up your school-room on dark days, and tell you how to get the most and best out of the sunshiny ones; it will aid you in securing good positions and in getting better pay for your work. Can you afford to try to teach without one of the most valuable implements of your work—your State school journal?

WE WANT to receive a letter from some pupil in every school in this State, for publication in *THE TEACHER*. Now, this seems to be a great many letters as there are over ten thousand schools in North Carolina, but we shall publish every letter that is sent to us. We hope that every teacher will encourage some pupil to write to the editor, as such letters will prove very interesting and valuable to other schools. The letters should give true age and address of the writer, and tell about the teacher, the school, studies and ambition of the pupil, neighborhood incidents and other matters of general interest. Tell about the home life of the writer, of parents, brothers and sisters, kindred and friends, and give opinions upon educational subjects. If correspondence is desired with other pupils state this in the letter. Our new department in *THE TEACHER*, "Letters From Our Young People," will be one of the most interesting features of the journal, and occasionally prizes will be presented to the writers of the best letters. It does not matter how small your school may be, nor whether public or private, nor how remote it may be situated, let us have a letter from one of your brightest pupils.



ONE OF the very best and surest means of physical development of boys and girls is military training and drill in accordance with United States Army Regulations. And it is a very easy matter for almost every teacher to introduce this splendid method of physical culture into his school, and the expense will be a mere trifle. The only materials needed are a wooden gun for each boy and girl, costing fifty cents, and a copy of "Army Drill Regulations" for the teacher, price thirty cents. Messrs. Alfred Williams & Co. are supplying the Regulations and the wooden guns, exact models of the army rifle, and they are light enough for any child from ten to sixteen years of age. The manual of arms comprises very graceful movements for boys and girls, and they give exercise to nearly all the muscles of the body. The Regulations contain twenty-six "setting up" exercises, which should be practiced daily, and they will correct stooping shoulders, curved spines, hollow chests, and give long life to weak lungs. The boys and girls will all enjoy the military manual and marching, and this feature will add new life, interest and prosperity to every school wherever it is properly introduced. Besides, it is well known that a school is governed with half the trouble if the discipline is based upon military regulations, and both boys and girls become inspired by a feeling of independence with regard for promptness, such as nothing else can give, and this inspiration will be found exceedingly valuable and helpful in all the affairs of life. It is the training that will make *men* of our boys and *women* of our girls, thus bringing them to the highest attainments of their creation.

It is well known that North Carolina stands very low in the table of illiteracy statistics which is published by the United States Department of Education. Does our State deserve so low a rating, and is the position assigned her justified by the true educational condition of our people?

We answer most emphatically, No ! Then why does not the State take a better stand among her sisters? It is mainly the fault of our own people. The United States Commissioner of Education sends out blank forms for information to County Superintendents, school boards, mayors, prominent teachers and presidents of colleges, and these blanks should be carefully and accurately filled out and returned at once. We find on investigation, however, that many of them immediately go to the waste-basket and are never returned to Washington, and thus it is that we are keeping our State in dishonor by carelessness when we have the opportunity of placing her, by a prompt statement of facts, among the most exalted of her sisters. It remains yet to be proven to THE TEACHER that North Carolina is second to any State in the Union in educational progress and development or in the intelligence of her people, while we know that if the truth, the whole truth, and nothing but the truth, were told our beloved North Carolina would hold the post of honor among all the forty-four States of the Union. The Commissioner of Education can make no other report upon the standing of a State beyond the information furnished to him upon the blank forms sent out for this information, and if the enquiries are treated with contempt by us, then we cannot expect anything better than that North Carolina will continue to occupy the dishonorable position in the illiteracy table to which *we* wilfully and wrongfully assign her by carelessness and neglect.

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### ABOUT OUR TEACHERS AND SCHOOLS.

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MISS LIZZIE DWIGHT is teaching at Dwight.

MR. G. G. NOBLE has a good school at Bannerman's.

MISS SUE FARLOW has a private school at Elm Grove.

MRS. E. T. PHILLIPS has just begun a successful private school at Taylor.



MISS ANNIE JONES, of Beaufort, is teaching at Townesville, Vance County.

MR. J. R. McLEAN is principal of the Academy at Rowland, and he has a full attendance.

MRS. S. A. RAND is principal of Mountain View Academy at Hudson, and the institution is flourishing.

MR. C. N. BEEBE has opened a private school at Mapleville, and writes that he has a very successful attendance.

THE ACADEMY at Mebane is in charge of Misses Zella McColloch and Isabella Woodley, both of Guilford College.

ELM CITY ACADEMY is now in charge of Mr. James W. Hays, assisted by Miss Beulah Grady. The school is in fine condition.

MESSRS. J. H. ALLEN and R. B. Horn are principals of Yadkin Valley Institute at Boonville. The school is in fine condition.

THE NORTH CAROLINA COLLEGE OF AGRICULTURE AND MECHANIC ARTS, at Raleigh, now has two hundred and twenty-five students..

PEACE INSTITUTE received the premium for largest art exhibit at the State Fair—a Sterling grand piano worth \$850. It is a prize worth striving for.

THERE IS AN excellent High School at Whittier, of which Mr. Robert Humphrey is principal. He is a progressive teacher and will be rewarded by continual success.

MR. F. P. HOBGOOD, JR., of Oxford, has accepted charge of the High School at Matthews, and he has since been elected to a position in the Asheville City Schools.

MISS BERTHA M. HICKS, of Raleigh, has accepted the position of art teacher in Leesville College, S. C. We congratulate our South Carolina friends on their selection.

MR. R. W. HAYWOOD, of Jones, has been elected to the position of instructor of Latin and Greek in Wake Forest College, which place was filled by Prof. J. C. Maske until his recent death.

MR. J. P. BURROUGHS is principal of Why Not Academy. Miss May Turner has charge of the Music and Art. This school gives special attention to the training of teachers for the public schools.

MR. WILLIE HERRING has taken charge of the school at Tomahawk, and, as almost every other ambitious young teacher does, he begins his educational work by a subscription to THE NORTH CAROLINA TEACHER.

MISS MARY PERRY, of Franklinton, is assistant teacher in the school for boys and girls in charge of Miss Lucie G. Freeman, near Rocky Mount. The enrollment is larger than usual and is steadily increasing.

PROF. A. W. PEGUES has been elected to the position of Supervisor of the Deaf and Dumb and Blind Institution for Negroes at Raleigh in



place of Prof. Frank Debnam, who recently resigned. It is a good appointment.

THE PRESIDENCY of Greensboro Female College was offered to Rev. W. C. Norman, of Wilmington, to succeed the lamented Rev. F. L. Reid, D. D.; but he declined to accept, preferring to remain actively engaged in the ministry.

SUPERINTENDENT CONNOR, of the Wilson Graded Schools, has arranged for a series of popular lectures to the pupils and patrons of his schools during the winter. The first lecture was by President Kilgo, of Trinity College, on Friday night, 12th inst., and the speaker had a large and well pleased audience.

MR. P. P. MCLEAN is in charge of a very fine mission school at Whittier. A good house has been provided, and the American Missionary Association, of New York, contributes \$1,000 annually for support of the school. The house is well furnished with all necessary school supplies and the attendance is very large.

ASHEVILLE FEMALE COLLEGE has the most prosperous opening since the war. Over one hundred and fifty students are enrolled, and others arriving almost daily. Rev. B. Atkins, D. D., the president, is one of the most consecrated Christian teachers in the State, and the girl who is a pupil in his school is in good hands.

WAKE FOREST COLLEGE has just received a valuable addition to its library in the gift of the entire private collection of Ancient Classics belonging to the late Prof. J. C. Maske, who was instructor in Latin and Greek in the college. The collection contains many rare volumes in the possession of which any institution may be very proud.

MR. J. W. GILLIAM has built up an excellent high-grade school at Morton's Store for boys and girls. "Gilliam's Academy" is now fourteen years old, and its students may be numbered by hundreds. Miss Lulie Gay has charge of the Music Department. Good facilities for boarding pupils have been provided and the expenses are very reasonable.

THE STATE BOARD OF EDUCATION recently sold a tract of public lands for \$43,266.03, which amount has been appropriated to the public school fund of the State. The apportionment gave about seven cents to each child between the ages of six and twenty-one years. The average amount to each county is nearly \$500, and it has been quite a help to the schools.

WAKE FOREST, Davidson and Trinity Colleges have inaugurated the needed foot-ball reform. They each have excellent teams, but they will play no inter-collegiate match-games on any public sporting park; but will confine all such contests to their own college athletic grounds. The parents of the young gentlemen of these teams, and the refined public generally, heartily endorse their manly decision in the matter of match-games.

MR. MORRISON BROWN, of Charlotte, has entered upon his duties as assistant teacher in the Raleigh Male Academy, under Principals Morson and Denson. This is one of the most successful and famous preparatory schools in the South, and every boy that has been sent to college, when prepared, has taken a very high stand in his entrance examinations and in all his classes.

MR. J. M. FLEETWOOD, of Northampton County, who served his county for several years most efficiently and faithfully as teacher and County Superintendent, but later as Register of Deeds, has decided to again enter the honored calling and will take charge of a school. We are glad to have him return to the active educational work, and wish for him every possible success.

IN A PUBLIC address in Raleigh by Rev. J. L. M. Curry, LL. D., on October 22, 1894, the speaker took occasion to say that he considered "Supt. E. P. Moses, of the Raleigh City Schools, one of the foremost educators of the South, and both Raleigh and North Carolina ought to be proud of such a man in their borders." THE TEACHER heartily endorses the statement of Dr. Curry.

REV. J. L. M. CURRY, LL. D., has been officially visiting Shaw University and Estey Seminary at Raleigh. He was much pleased with the work of the institution, and on October 22 he delivered a public address to the students of the institution, giving a vast amount of sound, practical and common-sense advice to every Negro seeking an education. He expressed his belief that the past good work of the schools would be even greatly advanced by the excellent administration of Prof. C. F. Meserve, the successor of the lamented Dr. Tupper.

PROF. C. F. MESERVE, president of Shaw University and Estey Seminary at Raleigh, has at once won to his hearty support all the people of the capital city by his exceedingly courteous and gentlemanly bearing, and his eminent intellectual and business qualifications for that responsible position. He has given new life and energy to the institution, and under his careful and most efficient management it is destined to attain even greater success than under the very excellent administration of his predecessor, the lamented Dr. Tupper. Professor Meserve's daughter, Miss Alice, a most estimable young lady, is an honor pupil in Peace Institute.

PROF. CHARLES F. MESERVE, president of Shaw University, made a most interesting talk in the First Baptist Church October 29, on "The Indian Problem." He has for many years been superintending the Government work of education among the Indians, and he has carefully studied the Red Man, his habits, his condition and his possibilities from every standpoint, and it was very gratifying to learn from him that the efforts towards educating the race has produced such excellent results. Our entire Indian population is now 250,000, and the Government appropriation for their schools and manual training institutions is \$2,000,000.



## AT RECESS.

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The books and slates now put away,  
And let us laugh a little while;  
For those who work there should be play,  
The leisure moments to beguile.

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MRS. HICKS.—“I’m sorry to say I don’t know anything about football.” Hicks.—“My dear, it is only a prize-fight multiplied by eleven.”

FROM JOHNNY’S POINT OF VIEW.—“Do you enjoy holidays?” said Johnny’s Uncle. “Yes, sir.” “What do you enjoy most about them?” “Bein’ able to stay home from school without bein’ sick.”

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## NEW BOOKS RECEIVED.

Wealth Against Commonwealth, by Henry D. Lloyd. New York: Harper & Bros.

The Ills of the South, by Charles H. Otken. \$1.50. New York: G. P. Putnam’s Sons.

The Jewish Question. New York: Harper & Bros.

Joint-Metalism, by Anson Phelps Stokes. 75 cents. New York: G. P. Putnam’s Sons.

The Natural Law of Money, by William Brough. \$1.00. New York and London: G. P. Putnam’s Sons.

The Use of Life, by Sir John Lubbock, Bart. \$1.25. New York: Macmillan & Co.

Citizenship, by Julius H. SeeIye. 75 cents. Boston: Ginn & Co.

The Theory of Transportation, by Charles H. Cooley. 75 cents. Baltimore: American Economic Association.

Johns-Hopkins University studies in historical and political science: Cincinnati Southern Railway—A Study in Municipal Activity, by J. H. Hollander. \$1.00.

The Constitutional Beginnings of North Carolina, by John Spencer Bassett. 50 cents.

The Struggle of Protestant Dissenters for Religious Toleration in Virginia, by Henry R. McIlwaine. 50 cents.

The Carolina Pirates and Colonial Commerce, by Shirley Carter Hughson. \$1.00.

Representation and Suffrage in Massachusetts, by George H. Haynes. 50 cents.

English Institutions and the American Indian, by James Alton Jones. 25 cents. Baltimore: The Johns-Hopkins Press.



## Annals of the Academy:

The Theory of Sociology, by Franklin H. Giddings. 50 cents.

The Constitution of the Kingdom of Prussia, by James Harvey Robinson. 50 cents. Philadelphia: American Academy of Political and Social Science.

The Ultimate Standard of Value, by Eugen von Bohm-Bawesk. 50 cents. Philadelphia: American Academy of Political and Social Science.

Political Science Quarterly, Vol. VIII., No. 4; Vol. IX., Nos. 1, 2, 3. Boston: Ginn & Co.

From The Wharton School of Finance and Economy, Philadelphia:

The City Government of Philadelphia, by the Class of '93. \$1.50.

The Referendum in America, by Dr. Ellis P. Oberholtzer. \$1.50.

Anti-Rent Agitation in New York, by Prof. E. P. Cheyney. 50 cents.

The Consumption of Wealth, by Prof. Simon N. Patten. 50 cents.

The Federal Constitution of Switzerland, translated by Prof. Edward J. James. 50 cents.

The German Bundesrath, by James Harvey Robinson. 75 cents.

The Theory of Dynamic Economics, by Prof. Simon N. Patten. \$1.00.

The Recent Development of American Industries, by the Class of '91. 50 cents.

From the United States Bureau of Education, Washington:

History of Education in Connecticut, by Bernard C. Steiner; of Delaware, by Lymon P. Powell; of Florida, by George Gary Bush; of Alabama, by Willis G. Clark.

History of Higher Education in Michigan, by Andrew C. McLaughlin; of Ohio, by George W. Knight and John R. Commons; of Massachusetts, by George Gary Bush; of Tennessee, by Lucius Salisbury Merriam; of Iowa, by Leonard F. Parker.

Education in Southwestern Virginia, 1890-'91, by Rev. A. D. Mayo; in Georgia, by Charles Edgeworth Jones.

The College of William and Mary, by Herbert B. Adams.

Benjamin Franklin and the University of Pennsylvania, by Francis Newton Thorpe.

Report on Legal Education; Statistics of Public Libraries; Biological Teaching in the Colleges of the United States; Rise and Growth of the Normal School Idea; Promotions and Examinations in Graded Schools; Shorthand Instruction and Practice; Rules for a Dictionary Catalogue; The Construction of Library Buildings; College Libraries as Aids to Instruction; The Organization and Management of Public Libraries; Catalog of "A. L. A." Library.

Further notice of the books named will appear in early numbers of THE TEACHER.

OFFICIAL ADOPTION  
OF  
HANSELL'S HISTORIES OF THE UNITED STATES  
BY THE STATE BOARD OF EDUCATION,  
FEBRUARY, 14, 1894.

	<i>Price to Pupils.</i>
Hansell's School History of the U. S. (Primary), . . . .	\$ .60
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*Raleigh, N. C.*

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NEW PUBLIC SCHOOL BOOKS.

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*To County Superintendents and Public School Teachers:*

At a regular meeting of the State Board of Education, held in Raleigh, on the first Tuesday in April, 1893, the following new text-books were unanimously adopted for use in all the public schools of the State:

**North Carolina Practical Spelling Book, 20 Cents.**


(In exchange for old Speller now in use, 12 cents.)

**Williams' Reader for Beginners, - - 15 Cents.**

(To precede the First Reader.)

These prices include transportation to persons ordering. A liberal discount will be made to dealers and teachers. Send orders to

**ALFRED WILLIAMS & CO., Publishers,**  
**RALEIGH, N. C.**

 *The sales of each book are very large, and all orders will be filled as rapidly as possible.*

# THE NORTH CAROLINA TEACHER.

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No. 3.

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EUGENE G. HARRELL.     "     "     "     "

Editor.

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## TO A SCHOOL GIRL.

---

Her smooth head bending low,  
    She pores with eager joy,  
Dark eyes and cheeks aglow,  
    O'er the old tale of Troy.  
Dear heart and innocent soul!  
    Thee may the growing years,  
As thy quick spring-tides roll,  
    Bring joy, not tears.

For thee let knowledge spread  
    History's tented page,  
Quaint thoughts of sages dead,  
    The poet's noble rage;  
Gains patient science gives,  
    And lettered fancies fine,  
The master-word which lives,  
    Deathless, divine.

For thee let music wake  
    Deep inarticulate chords,  
Which the rapt soul can take  
    Swifter than any words;  
Art's precious garden smile  
    Through gates enwreathed with flowers,  
And fairy dreams beguile  
    Thy blameless hours.



But may no learning dim  
Those clear, regarding eyes;  
Still let the morning hymn  
And orisons arise.  
Leave knowledge which the mind,  
And not the heart, can move;  
Still, girl, thy treasure find  
In faith and love !

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### A FEW HINTS ON PRIMARY TEACHING.

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SARAH ELIZABETH ADAMS.

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As the time draws near for the opening of school, it is well for us to consider how the little children have spent the summer, and in that way we can best help them when they must exchange the life of happy freedom out of doors for one within walls, and when lessons must be mastered. How can we make the little child just starting to school feel contented and comfortable in the midst of his new surroundings, and at the same time secure order and quiet, when constant activity now abounds? How shall we employ in a helpful way the never-wearying fingers and tireless little feet? How can we win the affections and at the same time command respectful obedience?

First of all, I should say, take the child as he is; do not attempt to remodel him; simply accept him as he comes from the hand of the Creator, who pronounced His work good. It is your province to nourish that which God Himself has implanted; therefore see to it that every sense of which the child is possessed is quickened and made keenly active; then allow the individual, *in his own way*, to receive all the impressions he will from nature—the best of books—from his own environments, and from the children with

whom he associates. Simply *permit the child to learn*, and observe the result of the process as compared with that of ordinary teaching.

Help him, if necessary, to discover for himself; and, whether his discoveries be words and their grouping, numbers and their combinations, or what not, the child will appropriate them as his own personal right, and knowledge thus acquired will be to him a true joy. Nothing so stimulates the mind to healthy growth as the habit of discovery and the expression of it in words.

In most cases the little child has spent the summer months in unrestricted play, communing with birds, bees and flowers, sky, clouds, sunshine, stream, etc., etc. Has he learned aught from these? Shall his school-life interfere with his boundless spirit of freedom and communion with nature? Shall it sever him from his kind playmates? *No*, a thousand times *no*. Encourage him to bring his treasures into the school—flowers, grasses, pebbles, sticks, stones, plume of bird, or wing of butterfly or bee. Respect it as personal property, yet admire its beauties, and, in a pleasing way, call attention to some of its characteristics, and in a moment you will find yourself surrounded by a group of eager listeners who can hardly wait for their time to come and tell something they know or have observed; then, if I mistake not, it will be presented to you. Accept the gift; pin it to the wall or give conspicuous place on shelf or table, where it will serve your school as a living object-lesson; and if you will make it the subject of a three-minutes talk between recitations, the proud donor will not only experience the joyful satisfaction of having contributed the subject which has given such pleasure, but will determine to bring something else to be talked about, and his companions will share in his purpose. Accept all presents of this kind; they will be useful and interesting subjects of conversation. Keep them in your cabinet, and at



the end of the year you will be astonished at the amount and variety of information your pupils have acquired. But, better than this, their eyes will have opened to an intelligent appreciation of their surroundings, and they will ever be on the lookout for new beauties and mysteries.

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### A QUIET WORD OR TWO.

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BY E. D. K.

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Have you a new class this year, teachers? *Can* you go a whole month and not discuss them with or before other teachers?

Do some in the class strike you as "dear little things," and some as "horrid" and uninteresting? *Can* you keep all these first impressions in your own heart for the present?

Have you a new principal? Has he or she some marked peculiarity that threatens to create an antagonism from the first? Or, are you congratulating yourself that he is "just as nice as he can be?" *Will* it be among the possibilities for you to refuse to join in any discussion concerning him or her, till the newness is worn off a little and you have time to get a juster estimate? And can you ward off such discussion by other teachers?

Does it seem to you that your class "are nowhere near up to grade" requirements? That they are not ready to take up the new work, and you *know* you can "never bring them up and do all last year's work besides?" *Are* you equal to the suppression of this opinion till their vacation dulled brains begin to work again?

*Why* is it better to preserve a silence about all these things?

1. Because your first impression cannot always be trusted, and you are sure to find modifying circumstances by and by.

2. Because every criticism you make deepens the im-



pression upon your mind, and the difficult becomes a great deal more difficult after you have talked about it; a vague mental discomfort becomes a positive evil after it has found expression in words.

3. Because there is a great deal of well-meant, "confidential" talking over things among teachers the first of the year that sows seed of distrust and discontent, which bear bitter fruit before the year is out.

4. Then, too, another reason: unjust opinions will permeate the mental air of a school building and the unfortunate children, teachers or principal, are unconsciously conscious of it, and every fault becomes aggravated under its subtle effect. Is this too metaphysical? Ah! but there may be more truth in thought-waves than is dreamt of in our philosophy.

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### TIT FOR TAT.

---

He kept her in.

The busy toiling school day now was o'er,  
And she, his fairest scholar, stood before  
The master's desk.

The bashful teacher loved this pretty maid;  
So, in his high authority arrayed,  
He kept her in.

They're married now.

The maiden yielded to her teacher's love;  
And in her timid whispers sought to prove,  
Her heart was his.

She cannot bear to have him leave her sight,  
Her love is such, by George, that every night  
She keeps him in.

—*Truth.*

## WHO SHALL HAVE THE BOY?

---

BY EMMA E. PAGE.

---

Yes, who shall have the boy—your boy, your neighbor's boy?

If it be true, as many careful students tell us, that environment is the full measure of a child's inheritance—that it is not what is in it, but what it is born into, that has a grip of iron upon the growing character of every young life; if it is the sights and sounds that greet the embryo man as he rises in the morning and advances through each day; if it is the habits of thought he takes on, the manner of doing he assumes, the clothes he wears, and the very bed he lies upon, that shape his life, these things, as well as the precepts given, the lessons conned, the active strivings and yearnings, enter into the full measure of character, which is the only possession any of us will take out of this world, if all this be true. And who can doubt it? There is something too much and something too little in the environment of even the most favored children of to-day. And how to eliminate this something too much, and how to incorporate this something lacking, is sought after by the good men and women around the world—sought after with prayers and tears. Yet much of this searching is helpless groping about, as well directed as the baby's hand that tries for the first time to grasp a bright ball held out before it; it is as liable to scratch its own nose as to touch the ball, or as helpless as the mother who should say earnestly, as with a strong sense of conviction, "My Jimmie must not go hunting; it is unsafe for so small a boy to handle firearms," yet, almost while speaking, hands down the gun, which, but for her, is beyond Jimmie's reach, and lets him go into the woods to kill himself or somebody else. Not less pathetic is the



incident of the grandfather who, boasting of the obedience of his grandson, sought to illustrate it by the command, "Shut the door, Johnnie!" Quick came back the decisive if not respectful reply, "Shan't do it! do it yourself." The grandfather nervously hastened to comply, remarking, as if clinching the argument, "He has a bad cold." And the question, "Who shall have the boy?" goes on with ever increasing anxiety and agony in the asking, while the devil is gathering in the boys by thousands, day by day and night by night.

Some few, by reason of their strength, break away from entangling environment; but home, and happiness, and heaven are robbed of many—so many!—who are held by this fatal net of environment which society is helping the devil to weave stronger and stronger about them.

Your boy—who shall have him? There is no doubt that every father and mother worthy of the name greatly wishes for God to have their sons, but their own words and deeds contradict each other and dwarf this dearest wish. Children reach the logical conclusion of inconsistencies with lightning swiftness.

The colored woman's reproof of her boy for stealing melons is widely typical. After a vivid word picture of the awful sin of stealing, and of the Lord's anger against all such offenders, she set Sambo down hard on a bench, declaring he should not have a bite of that watermelon, and went complacently to cut it for herself; but when it turned out green, her wrath burst forth afresh; she shook Sambo till his teeth chattered, exclaiming, with a genuineness of rebuke never to be mistaken, "If yo's goin' to steal watah-millions, have sense to steal 'em ripe."

Every day I see good parents as unconsciously sinning against the moral education of their sons as did this melon-loving mother.

Who shall have the boys? So much depends upon the



color you give to manners and morals—not when you are sermonizing, but when you are off guard and your words mirror your actual thought and feeling.

Who shall have the boy in the by-way of the city? Very much depends upon the genuineness with which Christians, in the home, the pulpit and the school-room, show a heart sense of the brotherhood of mankind. Is your boy to be a home-maker, or a heart-breaker; a proclaimer of the truth, or a sycophant; a patriot or a selfish politician, a hero or a time-server? It largely depends upon the every-day value of your service for self or others.

Who shall have that boy? The man who talks temperance and votes license, the man who sympathizes with the laborer and takes eighteen per cent., the woman who faithfully attends her daughter to all evening amusements and lets her son go out alone, the father who prays for the safe guidance of his child and then smiles at his boastful statement to his sister, “Boys can have more fun than girls”—are all, unwittingly though it be, helping to weave the net of the wicked one about the precious boys. When parents and friends, pastors and teachers, everywhere, are as intensely horrified at drinking, chewing, swearing, coarse jesting and irreverent feeling in a boy as in a girl; when there is the same involuntary impulse to shield him from immoral sights and sounds; when there is the same eager sheltering him from every adverse wind that is everywhere the unconscious care of his sister, we shall have decided this question in a way to bring great joy in earth and heaven. Then we shall have made it as easy to save the boys as to save the girls. To be glad will mean to be good, and to be good will mean to be glad, and the pathways to the heavenly heights will be as crowded with the eager feet of boys as of girls, and, hand in hand, they'll climb, helping each other to loftier peaks, to fairer outlooks than either can attain alone.

A CHILD'S PHILOSOPHY.

---

"Spell toes," said the mother, who was teaching her little daughter, seven years old, to spell.

"T-o-z-e," answered the child.

"No, dear, that's not right. T-o-e-s spells toes."

"But it sounds t-o-z-e."

"I know it, but you cannot go by the sound."

Then, in order to enforce this proposition the mother called on her daughter to spell froze.

"F-r-o-e-s," said the child.

"No, you're wrong again. This time we do use the z and spell the word f-r-o-z-e."

"Now, spell rose," said the mother.

The child hesitated. Finally she said, "I don't know whether to say r-o-z-e or r-o-e-s, and really I don't know that either way would be right."

"Spell it r-o-s-e," said the mother, "though there is another word pronounced just like it that's spelled r-o-e-s. That word is the name of the spawn of fishes."

The poor little girl looked very miserable.

"Just one more word," said the mother; "tell me how you spell blows."

"Well," said the child, who had had quite enough nonsense, as she viewed it, from her mother, and had suddenly made up her mind to pay back the kind, "I spell it three ways. I spell it b-l-o-s-e for breakfast, b-l-o-e-s for dinner, and b-l-o-z-e for supper."

"I spell it b-l-o-w-s all the time said the mother.

The child said nothing for a minute or two. Then, looking up, she solemnly remarked:

"I think, mamma, that the English language was made for persons very, very well educated."

THE TEACHER AS A LOVER.

---

Above everything else the true teacher is a lover—a lover of children, a lover of mankind, a lover of his brother and sister teachers, a lover of learning, a lover of all things true, beautiful or good. Only a heart full of love, running over with kindness, can tip and tinge all its work with the charity which “never faileth.”

Unless you love people you cannot teach them; unless you love them your instruction rolls off like peas from an iron-clad. If you love them they can no more resist your teaching than the school-boy’s snow-man can resist the rays of the sun. All men, all pupils, may not be worthy of your love, but you must love them for your own sake; your best interest, your own best cultivation, both of head and heart, depend upon it. If you love deeply, you may teach deeply; but shallow love, shallow teaching.—*Southern School.*

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AMERICA ONE HUNDRED YEARS AGO.

---

Every gentleman wore a queue and powdered his hair.

Imprisonment for debt was a common practice.

There was not a public library in the United States.

Almost all the furniture was imported from England.

An old copper mine in Connecticut was used as a prison.

There was only one hat factory, and that made cocked hats.

A day laborer considered himself well paid with two shillings a day.

Crockery plates were objected to because they dulled the knives.

A man who jeered at the preacher or criticised the sermon was fined.



Virginia contained one-fifth of the whole population of the country.

A gentleman bowing to a lady always scraped his foot on the ground.

Two stage-coaches bore all the travel between New York and Boston.

The whipping-post and pillory were still standing in Boston and New York.

Beef, pork, salt fish, potatoes and hominy were the staple diet all the year round.

Buttons were scarce and expensive, and the trousers were fastened with pegs and laces.

There were no manufactures in this country, and every housewife raised her own flax and made her own linen.

The church collection was taken in a bag at the end of a pole, with a bell attached to rouse sleepy contributors.

Leather breeches, a checked shirt, a red flannel jacket and a cocked hat formed the dress of an artisan.

When a man had enough tea he placed his spoon across his cup to indicate that he wanted no more.

A new arrival in a jail was set upon by his fellow prisoners and robbed of everything he had.

---

#### A BAD SPELL.

If an *S* and an *i* and an *o* and a *u*,  
With an *x* at the end, spell "*Su*,"  
And an *e* and a *y* and an *e* spell "*i*,"  
Pray what is a speller to do?  
Then if also an *s* and an *i* and a *g* and an  
*h-e-d* spell "*cide*,"  
There's nothing left for a speller to do  
But to go and commit *Siouxeyesighed*.

—*Queries.*

[FOR THE NORTH CAROLINA TEACHER.]

## THE PHYSICAL NAPOLEON THE FIRST.

BY JUDGE WALTER CLARK, RALEIGH, N. C.

The current articles in *The Century* by Mr. Sloane will attract renewed attention to the great Emperor. He has been viewed from every standpoint except an unbiased and impartial one. Possibly the time has come when that can be done.

His phenomenal intellectual capacity is admitted on all hands. Small attention has been directed, however, to his physical development, which alone enabled him to bear the fatigues and labors necessary to such a career. In truth, it was no less wonderful than his mental characteristics. He had "a frame of adamant," as well as "a soul of fire." His labors would have worn out, physically, half a dozen ordinary men. He was insensible to heat, or cold, or fatigue. Attention has been called to the great capacity of his skull, but another physiological fact, which probably had a most important bearing on his success, has passed almost unnoted. His normal pulse, or heart-beat, was only *forty to the minute*. Doubtless this had a direct influence in enabling him to stand fatigue and to think coolly under the pressure of the most exciting circumstances. It was noted that he rarely perspired, and, toiling along under the summer's sun through the desert in the Egyptian campaign, not a drop of perspiration was seen on his brow. Physiologists, perhaps, may be able to determine other effects upon his physical and mental activity from this abnormal slowness of circulation. His chest measurement was as phenomenal as that of his skull. Both were extraordinary for a man of his height. He wore a No. 8 hat. His scalp was so tender that the hat had to be always very soft and padded.

By the way, his height has been stated differently, as five



feet two inches, and five feet six inches. The truth is, both are correct; for five feet two inches, French measurement, is exactly five feet six inches English measurement. A forgetfulness of this has caused the apparent conflict of statement.

His marvellous good health was an indispensable factor in his success. It was noted by his teachers at school. It did not fail him once in his long and eventful career till the day after the battle of Dresden in 1813, when a few hours indisposition saved the defeated allied army and probably cost him his empire. His physical deterioration lost him the Waterloo campaign. His mind was as bright as ever. His planning was never better, but there was lack of vigor in execution. The physical man which had aided in so many successes was wanting to him.

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#### AMERICAN IS SUFFICIENT.

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If the American language is worth speaking by Americans at any time it is worth speaking all the time. Our language is good enough and pure enough to answer all our purposes, and Americans who really understand the American tongue have no need to inject into it such useless foreign words as *per*, *via*, *en route*, *per capita*, *ad valorem*, *passee*, *fiancee*, *nee*, and many others which are daily used, and generally most used by those who least understand them. If the sixty-five million people of the United States have no language it is about time for us to make one. THE TEACHER claims, however, that America has a pure tongue of its own, and it will satisfy all demands of society, literature and commerce, and our beautiful and flexible language should not be corrupted by words of any foreign or dead nation.



## IN THE SCHOOL-ROOM.

### A BIT OF GOOD ADVICE.

When things don't go to suit you,  
And the world seems upside down,  
Don't waste your time in fretting,  
But drive away that frown;  
Since life is oft perplexing,  
'Tis much the safest plan  
To bear all trials bravely,  
And smile whenever you can.

Why should you dread the morrow,  
And thus despoil to-day?  
For when you borrow trouble  
You always have to pay.

It is a good old maxim,  
Which should be often preached—  
Don't cross the bridge before  
Until the bridge is reached,  
You might be spared much sighing  
If you would keep in mind  
The thought that good and evil  
Are always here combined.

There must be something wanting,  
And though you roll in wealth  
You may miss from your casket  
That precious jewel—health.

And though you're strong and sturdy,  
You may have an empty purse  
(And earth has many trials  
Which I consider worse),

But, whether joy or sorrow,  
Fill up your mortal span,  
'Twill make your pathway brighter  
To smile when'er you can.

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### THE SPELLING MATCH.

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Ten little children standing in a line,  
"F-u-l-y, fully," then there were nine.

Nine puzzled faces, fearful of their fate,  
"C-i-l-l-y, silly," then there were eight.

Eight pairs of blue eyes, bright as stars of heaven,  
"B-u-s-s-y, busy," then there were seven.

Seven grave heads, shaking in an awful fix,  
"L-a-i-d-y, lady," then there were six.

Six eager darlings, determined each to strive,  
"D-u-t-i-e, duty," then there were five.

Five hearts so anxious, beating more and more,  
"S-c-o-l-l-a-r, scholar," then there were four.

Four mouths like rosebuds on a red rose tree,  
"M-e-r-y, merry," then there were but three.

Three pairs of pink ears, listening keen and true,  
"O-n-l-e-y, only," then there were two.

Two sturdy laddies, ready both to run,  
"T-u-r-k-y, turkey," then there was one.

One head of yellow hair, bright in the sun,  
"H-e-r-o, hero," the spelling match was won.

LAUGH A LITTLE BIT.

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Here's a motto, just your fit—  
Laugh a little bit.  
When you think you're trouble hit,  
Laugh a little bit.  
Look misfortune in the face.  
Bear the Bedlam's rude grimace;  
Ten to one 'twill yield its place,  
If you have the wit and grit  
just to laugh a little bit.

Keep your face with sunshine lit,  
Laugh a little bit.  
All the shadows off will flit,  
If you have the grit and wit  
Just to laugh a little bit.

Cherish this as sacred writ—  
Laugh a little bit.  
Keep it with you, sample it,  
Laugh a little bit.  
Little ills will sure betide you,  
Fortune may not sit beside you,  
Men may mock and fame deride you,  
But you'll mind them not a whit  
If you laugh a little bit.

—Selected.

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“DONT'S” FOR BOOKBUYERS.

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*Don't* borrow good books when you have the means to buy them.

*Don't* discuss the latest in literature, if all you know about the work is derived only from a book review.

*Don't* have scissors for cutting coupons and no paper-cutter to open the leaves of books.



*Don't* cut the leaves of books with your fingers, even if they are clean.

*Don't* furnish your daughter with a \$10,000 or \$100,000 trousseau and forget to buy her a well-stocked bookcase.

*Don't* keep a full wine-cellar and an empty bookcase.

*Don't* dress in dainty finery and read cheap, greasy, tattered books.

*Don't* go to the seaside with trunks filled with regard to all emergencies and nothing suitable to read.

*Don't* draw the line in choosing holiday presents at all things tending to elevate mind, heart, and character.

*Don't* accept editor's copies, and instead of reviewing or returning them, give them away or sell them.

*Don't* send for books to examine before purchasing, and return them to the bookseller with their leaves cut.

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## THE LORD'S PRAYER—AMERICAN VERSION.

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The question having arisen as to whether the American version of the Lord's Prayer is a true reproduction of the original as found in Matthew, a native Greek scholar proceeds to answer it. He deals with the petitions in order, translates each word with all the shades of meaning of the original, and then presents the whole in this form:

"Our Father which art in heaven, hallowed be thy name; thy dominion come; thy (fixed) purpose be done, as in heaven, so, too, on earth. Give us this day our mere (or simple) bread, and forgive us our debts as we forgive our debtors theirs, and let us not fall into a tempter's snare, but deliver us from the evil one." And then followed by the spurious Doxology in common use: "For thine is the dominion, and the power, and the glory, forever: Amen."

## SENSIBLE HINTS UPON THE CARE OF THE EYES.

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Don't allow a cold wind to strike the eyes.

Don't try to do eye-work with the light shining in the face.

Don't have colored shades on the lamps; use white or ground glass.

Don't go directly from a warm room into a cold, raw atmosphere.

Don't open the eyes under water in bathing, especially in salt water.

Don't strain the eyes by reading, or any like occupation, with an imperfect light.

Don't bathe 'inflamed eyes with cold water; that which is as warm as it can be borne is better.

Don't sleep opposite a window in such manner that a strong light will strike the eyes on awakening.

Don't, above all, have the children sleep so that the morning sun shall shine in their faces to arouse them.

Don't expect to get another pair of eyes when these have been destroyed by neglect or ill-use, but give them fair treatment and they will serve faithfully to the end.

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## VARIOUS ARTICLES USED FOR MONEY.

Gopher tails in Dakota in 1885.

Cattle in Homeric times.

All kinds of poultry.

Corn and peas.

Pork and beef.

Tobacco in North Carolina, Maryland and Virginia.

Cloth, wampum.

Nails, shells (100 varieties).

Cocoa beans in bags holding from 8,000 to 24,000.

Cakes of salt, tea.

## NO MORE WAR.

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If men would take as much pains to help each other and do each other good in all possible ways as they do to damage and ruin each other by war, this world would blossom as the rose. If the money that is now annually spent on armies and navies, on great guns, on coast defences and cartridges, and all the varied paraphernalia of war, was spent in building comfortable cottages for the poor, in starting and maintaining factories where employment could be given to willing workers, in building up educational institutions where poor but deserving young people could be given a liberal education at a nominal cost; if all the nations of earth were engaged in this kind work among their own people and with neighboring nations, what would be the chances for war? The warrior's occupation would be gone. Nobody wants to fight. Everybody would be friends. There would be no enemies.—*Messenger of Peace.*

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## OVERHEARD AMONG THE CHILDREN.

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"I used to write my name real well," said Annie; "but every time I whispered, Miss Garton made me write it on a slip of paper forty-five times and hand it to her after school, and I wrote so fast to get through, that I can't write my name well at all, nor make a good capital *A* when I want to."

"Miss Hunter said she'd punish anyone whom she caught whispering, and so she punished Charlie. She didn't punish me, because she didn't catch me."

"Well, I don't care anyway if I did have to stay in recess. When I wrote in the spelling lesson 'attension,' she said 'tion' spelled 'shun,' and so I wrote it 'occatation' this morning. It wasn't a spelling lesson anyway, but language dictation."—*R. N. Yawger.*



LETTERS FROM OUR LITTLE PEOPLE.

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We thank our little friends for responding so promptly to THE TEACHER'S invitation to write a letter for publication.

We think our readers will enjoy the letters which come from our dear little boys and girls.

HILLSBORO, N. C., Nov. 21, 1894.

*Mr. Editor:* As you have offered a prize to the boy or girl between eight and sixteen who writes the best letter, and as my teacher requests it, I will do my best. I am sixteen. I am going to school to Miss Lizzie Holden, at Orange Academy. I like to go splendidly. My teacher is very kind, and we love her very much. I have been going two months. I have never gone to school more than eighteen months, and that was to public school, only what I have been down here. My studies now are Sanford's Higher Arithmetic, Grammar, North Carolina Speller, Barnes' United States History, Moore's History of North Carolina, Maury's Manual and Physical Geographies, Physiology and writing. It is my intention to be a teacher, if I ever have sufficient learning. There are nineteen pupils in school now. The school will not be out until June. We will have but one week's vacation at Christmas. I haven't any sisters, but I have six brothers. I live about four miles from Hillsboro. My father is a farmer. I will close.

Respectfully,

MARY WALKER.

HILLSBORO, N. C., Nov. 22, 1894.

*Mr. Editor:* You have offered a prize to the little boy or girl who writes you the best letter. I will be eight years old in January. I am in the Fourth Reader, and I am going to school to sister, at Orange Academy. The school will close in the middle of June. I have been going to school only twelve months. Sister has nineteen scholars, but expecting many more when the busy season is over. There is a great deal of sickness in the neighborhood. Papa has succeeded on his tobacco this year. I am in the spelling-book, and am working in division in arithmetic. I like to go very well. I think sister will have more than she can manage. Papa had ten barns of tobacco this year; he had twelve barns last year, but he did not get much for it. Sister is keeping hotel, and has several boarders. We are three miles from home. We invited papa down to our musical Saturday night. We had a fine time. I am taking music. Sister has composed a song. The name is, "Before the Ball," and our music teacher is Miss Flora Latta. Sister is taking music, and Loretta and myself are taking lessons. I will close.

Very respectfully,

RALPH HOLDEN.

CALDWELL INSTITUTE, N. C., Nov. 23, 1894.

*Mr. Editor :* As my teacher asked us to write I will try. I am going to school to Miss Lizzie Holden, at Orange Academy. We have nineteen scholars, a very nice little school, I think. We all like to go, for our teacher is very kind, and we all love her dearly. I live seven miles from Hillsboro and three miles from Caldwell Institute. Have a nice time in the country. I have two sisters and three brothers. I was fifteen years old the 31st of May. I like to read very much, and have been reading "Marriage Vow." I like the book splendidly. Christmas will soon be here ; we school-girls are expecting a nice time. I would be very glad to correspond with any girl or boy, for it would be very improving to me.

Respectfully,

JODIE WILSON.

EPWORTH, N. C., Nov. 30, 1894.

*Dear Teacher :* I will write and tell you all about my school. First, I will tell you about the school-house. It is No. 4 in No. 6 District, West Edgecombe, fifteen miles from the town of Tarboro. It is a very comfortable one. We have a globe, map and chart in school. My mother is the teacher. We have but very few pupils in school now. They are smart, to be as young as they are. We, our family, get to school first every morning, and I have the fire to make. It was very cold this morning ; we had a heavy frost last night. We ride to school, but sometimes it is so cold that we get out and walk. I have a brother older than myself, and when he cannot come to school I have to attend to the horse. I have a little sister that goes to school, too. She is twelve. My brother is seventeen. He has a great deal of work to do at home, and cannot come to school every day. I help him with his work when I don't go to school. I can do almost anything on a farm ; I can cook, and do housework, too. My mother is a widow, and there are four of we children. I have a grown sister. She is at home now. She is an artist. We have a great many beautiful pictures in our parlor that she painted. I have not told you that we live on a farm fifteen miles from Tarboro. Our post-office is at Epworth, a mile and a half from our house. We get our mail three times a week.

I will tell you about myself. I am fourteen, and well grown to my age. I am taller than any one in our family, except my brother. I study all the common-school books and Latin. Arithmetic and Grammar are the hardest for me to learn ; and I cannot write very well. I have a girl friend at school at LaGrange to whom I write—they are the only letters I write. She is coming home Christmas, and I want to go horse-back riding, if the weather is not too bad. I have never been on the train and have never been far from home, and all I learn is by reading the papers, such as *THE TEACHER*, *New York World*, *The Ladies' Home Journal*, *Munsey's Magazine*. I have read Dickens' History of England, and many other books. But I don't like his slobbering King James. I would like to receive letters from the pupils of any other school, if they would like to write to a girl who has never seen much of the world.

Yours respectfully,

HANNAH DRAUGHAN.



[FOR NORTH CAROLINA TEACHER.]

THE AMERICAN ACADEMY OF POLITICAL AND  
SOCIAL SCIENCE.

BY T. M. P.

The Academy was formed in Philadelphia, December 14, 1889, for the purpose of promoting the Political and Social Sciences.

Among the objects which it was believed such an organization could assist in realizing, may be mentioned the following:

(a) The promotion of a more general interest in the public mind in the development of the political and social sciences.

(b) The affording of substantial aid and comfort to the many isolated workers in the field of research appropriate to the Academy by keeping them in touch with each other and with the great world movements in this department.

(c) The accomplishment of definite pieces of scientific work by securing the co-operation of various workers in tasks which exceed the abilities of single individuals.

(d) The stimulation of work which would not otherwise be done, through the encouragement that such a society might offer in the recognition it could secure for such effort.

(e) The diffusion of economic and political knowledge through the distribution of suitable literature.

(f) The organization of conferences on important questions with a view of bring together eminent, practical and theoretical authorities on great economic, social and political issues.

It is believed that something has been accomplished in each of these directions, and along some of the lines our success has been noteworthy.—*Report of Executive Committee for the year 1892.*

The Academy is composed of persons interested in the scientific investigation of political and social affairs, and its list of members is stated to include the names of nearly all the prominent thinkers and writers on political, economic and social topics in the United States and Canada, and many in Europe. Its officers and editorial workers include representatives from nearly all the leading American universities, and quite a number from British, French, German, Austrian and Italian Universities.



During the winter regular monthly meetings of the Academy are held, at which the papers submitted are read and discussed. The proceedings of the Academy are published in the form of a periodical called *The Annals of the American Academy of Political and Social Science*, which, together with such other matter as may be published for that purpose, is sent to all members of the Academy free of charge.

A most appreciative editorial notice of the Academy in the *Public Ledger*, says, among other things :

The organization of the Academy brought to those working in the fields of politics and economics a most efficient means of fostering that sense of unity of thought and purpose which is so essential to rapid and wide-spread progress along any line of human intellectual effort. The communications with one another through this organization, the possibility of submitting smaller or large contributions to the immediate consideration of their fellow-workers in its meetings and publications, formed a most valuable aid to everyone engaged along these lines. How widely and heartily the recognition of this fact has occurred may be seen from the circumstance that eminent scholars and leading experts in this country have given their hearty commendation and co-operation and approval to the work of the Academy. Indeed, the work of co-operation is not confined to this country, for some of the leading scholars of Europe are included in the list of those who are interested in a very direct and immediate way in the work of this society.

\* \* \* \* \*

The large membership of the Academy not only testifies to the wide-spread interest already existing in economic and social subjects, but it shows that the influence of the Academy is reaching—as that of no similar organization has ever done—a large and increasing portion of the community, and is stimulating their interest in the whole field of political and economic inquiry. The general political and economic education of the community and the stimulation of the interest in economic and social subjects was one of the fundamental purposes set forth in the first announcements of the Academy, and it has certainly succeeded in initiating this work to a very remarkable extent, considering the difficulties of the problem and its limited resources.

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Not merely the students of constitutional law and history or the specialists in economics and politics would be interested in these papers, but, for the most part, they are of a character which would appeal to

the layman, who is desirous of information on the points which they discuss.

\* \* \* \* \*

The success of the Academy is undoubtedly due to the very liberal spirit in which it was organized and has been conducted. It stands for no dogma; it represents no party and no institution; its motto is the promotion of science, and to this work it invites the professional economist and political scientist, the layman who is interested in a general way in the scientific study of economics and politics; the man of leisure; the public-spirited citizen, and the busy man of affairs, all of whom should take a pride and pleasure in assisting in the progress of science as such in every department of human affairs.

Ex-President Seelye, of Amherst, writing on another subject, says: "Quiet students, with no official claim to recognition, and nothing to give weight to their words but the wisdom of the words themselves, have thought out the rights and the duties of nations so clearly, and have expressed themselves so convincingly, that the nations themselves—though without any formal agreement to do so—allowed themselves to be guided thereby." So of the work of the Academy. Thoughtful men of broad culture, trained to scientific investigation, are quietly studying the great problems of society, the economics of the individual, the family and the community. The results of their study are being laid before the public, and the Academy, still in its spring-time, is doing its part in forming the public judgment, and influencing the economics of life of the American people.

It is this publishing feature of its work that renders the Academy most helpful to those who live remote from the centres of intellectual activity, and commends it to the teachers in our colleges, academies and public schools, in fact to intelligent men and women generally, bringing them into touch with the best thought of the best scholarship of the world along those practical lines which concern the material prosperity of our people and the good government of our country. The great importance of this work is well emphasized in the last report of its Executive Committee:



It is in times like these—times of great industrial depression, of social unrest, of political uncertainty—that public attention may be directed most easily to the serious consideration of our economic and social problems.

Whether our civilization is to move forward regularly and steadily with that uniform rate of progress which insures the preservation of all that is good in present conditions at the same time that it secures an uninterrupted acquisition of all that is possibly good in the future; or whether it is to advance by spasmodic efforts, inviting possibly such fundamental upheavals as those which characterized the French Revolution, with the widespread ruin and havoc which ever follow in the wake of such movements, will depend primarily upon the possibility of educating public opinion along economic and political lines.

Every citizen of the United States should feel that a special duty rests upon him to interest his friends and neighbors—men and women alike—in the serious and continuous study of our great public questions. The first step in this work is for the citizen himself to become interested and to ally himself with those who are of like mind as to the necessity of such education.

There has never been a time in the history of our country when larger results could be accomplished along these lines with a smaller effort than to-day. The problems of Municipal Government, of Representation, of Poverty and Crime, of Wages and Profits, of Transportation, of Laws, of Public Administration in every department, are all attracting attention in every part of the civilized world as never before. The steady and permanent progress of *science* in this field, as in every other department of modern life, is of fundamental necessity to the welfare of modern society; the diffusion of the results of science throughout the community, the causing of them to enter the very life currents of our body, social and politic, the making of them into a part of the unconscious life of society, are equally necessary to our welfare. In both tasks the Academy may become one of the most powerful assistants if our members will unite in the effort to make it so.

We believe that teachers and intelligent citizens generally will find it of material advantage to connect themselves with this and similar organizations, and having this conviction we take pleasure in commending it to their attention. Communications addressed to the Academy at Station B, Philadelphia, will doubtless receive proper attention.

P.



## EDITORIAL.

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"Carolina! Carolina! Heaven's blessings attend her,  
While we live we will cherish, protect and defend her;  
Though the scorner may sneer at and witlings defame her,  
Our hearts swell with gladness whenever we name her."

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EVERY DAY brings new subscribers and renewals to THE TEACHER, which shows that a North Carolina teacher cannot do without THE TEACHER.

ARE YOU TRYING, teacher, to make your school better than ever before? Are you looking carefully after the moral and physical training of your pupils, as well as mental?

ONE OF THE most encouraging signs of the times is the fact that so many of our counties are organizing Teachers' Councils, which have regular meetings for consultation and mutual improvement. This means much educational progress.

THE POLITICAL COMPLEXION of North Carolina has changed with the election, November 6. The General Assembly will be controlled by an entirely new party, and it is not yet known what will be its policy as to our schools. It is hoped, however, that none of our State institutions will be crippled in their usefulness by adverse legislation. No political party can afford to antagonize the cause of progressive education in North Carolina.

THE ANNUAL MEETING of the Southern Educational Association will be held at Galveston, Texas, during the Christmas holidays. This is a long trip for North Carolina teachers to make, but we hope that some will attend the

meeting. The programme is very fine, and the papers and discussions will be worth a great deal to the profession. The round-trip fare from this State is about forty-nine dollars, and very low rates of board have been secured at all the hotels in Galveston. The trip and the meeting will be exceedingly enjoyable in every way.

IT SEEMS THAT the "new rules" of college foot-ball games, instead of making the sport more gentlemanly, as was promised to the public, have actually added to the brutalities, cruelties and rowdiness of what was already the most unmanly of all sports. In the recent match-game played by students of Harvard and Yale universities such disgraceful scenes of brutal pugilism have never been before witnessed in this country, not even in the most abandoned of prize-rings for professional sluggers. The press and the people have at last become disgusted with the so-called game of foot-ball, and the universal edict has been pronounced by the outraged people of our country that such disgusting slugging-matches need no longer be inflicted upon a respectable public by reputed educational institutions, because they will not be tolerated.

THE NEW Executive Committee of the North Carolina Teachers' Assembly will meet in Raleigh December 26 to arrange the programme for the session next June. Several distinguished speakers from abroad have already been secured, and the programme will present a great many new features and valuable attractions. The session is going to be a very successful one, and the work will comprise the very best that can be done by our very best teachers. The daily work will include a "Model Primary Class," in charge of one of the most eminently successful primary teachers in North Carolina, and this work will be worth a year of theory to every young teacher. Begin now to arrange your plans for attending the Assembly next summer from June 21 to July 1, and it will be a season well spent. The Execu-

tive Committee will decide as to whether the next session will be at the seaside or in the mountains.

THE TEACHER aims to render its best service to the teachers of North Carolina. There is no calling more honorable than theirs—none more useful. They ought to be, in a large measure, moulders of public opinion, and will be to the extent they prove themselves capable and intelligent. They are in touch with the great body of the people, and if they prove their right to stand among men, a place will be willingly accorded them. But he who makes his impress must be more than a school-room machine. The teacher must, first of all, be a student. To spell, to write, to parse, to calculate, are not the end and purpose of the school. These are but tools. The end in view is intelligence and virtue—the efficient equipment of men and women for their places in society. The problems of society demand the best thought, the highest intelligence and the most thorough and painstaking investigation. There is probably no direction in which the scholarship of America is now more actively employed. With a view to stimulating interest in North Carolina along these lines, this department of THE TEACHER will contain from time to time notices of the agencies engaged in the work of Political and Social Science, with notes and reviews of books and other publications of like character. Attention is called to the sketch of the American Academy of Political and Social Science which appears in this issue.

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### ABOUT OUR TEACHERS AND SCHOOLS.

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MR. E. L. BECTON has charge of the school at Eureka.

MR. J. W. STOKES has a very fine school at Bear Poplar.

MISS AVA GRAY is teaching at Falling Creek, Lenoir County.

MISS JENNIE JOHNSTON, of Lincolnton, has taken charge of a school at Ironton.



MISS SELMA DAWSON has charge of the public school at Institute, Lenoir County.

MR. J. L. GRAHAM, of Lincolnton, is principal of Mount Holly Institute, and he has a very prosperous school.

MISS LIZZIE HOLDEN is principal of Orange Academy, with an enrollment of twenty-five. Miss Flora Latta is in charge of the music department.

MISS SADIE C. PARKER, of Murfreesboro, a graduate of the Chowan Baptist Female Institute, has been employed to teach the school at Milwaukee, N. C.

THE PEOPLE of Troy, Montgomery County, have reason to be proud of their excellent High School. Mr. A. B. Harris (Wake Forest College) is principal, and Miss Annie Gaster, Greensboro Female College, is music teacher.

PROF. DRED PEACOCK who has for several years been a member of the Faculty of Greensboro Female College, has been elected by the trustees President of the institution, to succeed the lamented Dr. Reid. This is a very high honor most worthily bestowed.

THE UNION HOME SCHOOL, at Victor is a unique institution. Prof. John E. Kelley is superintendent of the school, and he has a very strong Faculty of assistants, comprising Mr. W. M. P. Currie and Miss Lillian Forsyth. The work of the school is thoroughly practical as well as literary, and the attendance is unusually large.

A NEW BOARDING HALL has just been erected at Fairview Institute, Gibsonville, and will open for students January 1, at the opening of the Spring term. The number of students at times has heretofore rendered it difficult to get board near the Institute. This hall will supply a real need. The school now has an excellent attendance.

MR. S. W. OUTERBRIDGE is still conducting a prosperous school at Robersonville, Martin County. The enrollment is thirty-five. Mr. Outerbridge has been a valued subscriber to THE NORTH CAROLINA TEACHER from its birth, June, 1884, and he says that "no live teacher can do without THE NORTH CAROLINA TEACHER." Thanks.

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## CUPID AMONG OUR TEACHERS.

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PROF. P. P. CLAXTON, of State Normal and Industrial School, married Miss Annie Elizabeth Porter, of Tarboro, on September 26.

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## IN MEMORIAM.

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" Death hath made no breach  
In love and sympathy, in hope and trust.  
No outward sign or sound our ears can reach,  
But there's an inward, spiritual speech  
That greets us still, though mortal tongues be dust.  
It bids us do the work that they laid down—  
Take up the song where they broke off the strain ;  
So, journeying till we reach the heavenly town,  
Where are laid up our treasure and our crown,  
And our lost loved ones will be found again."

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MISS HUNTER SOUTHGATE, a well-known music teacher of Durham, died at her home November 19, aged 56 years. Her remains were taken to Norfolk for burial.

MR. C. H. KOONCE, Superintendent of Public Instruction in Jones County, committed suicide Friday, November 9, by cutting his throat with a razor. His mind had become impaired a few days before. He was fifty-five years old and unmarried.

REV. R. L. ABERNETHY, D. D., founder and President of Rutherford College, died at his home Wednesday, November 28. He was seventy-two years old, and his whole life has been devoted to the education and improvement of the young people. He will be sadly missed in North Carolina and the adjoining States.

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# OFFICIAL ADOPTION

OF

## HANSELL'S HISTORIES OF THE UNITED STATES

BY THE STATE BOARD OF EDUCATION,

FEBRUARY, 14, 1894.

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# THE NORTH CAROLINA TEACHER.

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EUGENE G. HARRELL,      "      "      "      "      Editor.

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"ESSE QUAM VIDERI."

(MOTTO OF NORTH CAROLINA.)

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BY LILA RIPLEY BARNWELL.

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"I am that which I seem to be."  
O, worthy motto of our State,  
The same in times of prosperous peace,  
The same in times of adverse fate.

Within her borders there's no room  
For cunning craft or cold deceit,  
But ever open as the day,  
She stands in honor all complete.

The Nation's history well has shown  
That this, our motto, we deserve,  
Then let it be our constant aim  
Its truth and honor to preserve.

We hold this motto ever dear,  
And call upon the world to see  
That Carolina's sons are still  
And ever what they seem to be.

And they this motto will defend  
In honor true and tried;  
To what they appear to be  
Shall be their loyal pride.

Our fathers this good motto earned,  
We proudly walk the way they trod,  
And are that which we seem to be  
Before the world, and to our God.

## WOMEN AND FOOTBALL.

If training and custom have any influence, the girl of this nineteenth century should possess strong nerves. The tendency of the age is to develop muscle rather than brains, and to affect the athletic rather than the graceful. Nowhere is this fact so clearly demonstrated as in the college town, where one hears the word "teams" used incessantly, and where to hint that one knows nothing of football is simply to bring down contempt upon one's head. Fifty years ago a college youth was given to sentimentality. He wore his hair long, and wrote verses, he took but little exercise, except possibly on his horse, and he was a student, or he assumed the manners of one. It was the fashion in college then for a man to be learned, and the valedictorian or the poet of his class was honored and respected. The sons of the men now wear their hair long, but for a very different reason, namely, as a protection to their heads, so that in playing the great game blows will fall upon them with less serious effect.

If it is imperative that our boys should have to go through all this training to obtain that most tremendous virtue, "pluck," of which we hear so much, let them by all means do so, but why expect us to witness the disagreeable process? Why is it not equally proper for women to attend dog fights, or cock fights, or prize fights? Objections are often made against women's adopting a dress which nearly resembles a man's, and also for girls and boys to play games together. It is urged that these have the result of making the girl less womanly, and the boy less gallant; and yet these same superfeminine girls are expected to enjoy any exhibition of brute force, and to inspire a fondness for it, lending refinement to the game by their presence, and encouragement to the players by their applause.



It is distinctly "unfashionable" to cry down woman's presence on these occasions, but it is a point of view which I am quite certain many women hold. I have been told by those who go regularly to the sports that they never look at the cane-sprees or wrestling-matches; they keep their eyes religiously glued upon one spot remote from the scene of action; they go because they do not wish their male relatives to think them deficient in fortitude, but they really, in their inmost hearts, do not enjoy it. Others have reluctantly confessed to me that it is altogether a cultivated taste; that the first one or two experiences were dreadful, making them feel faint and sick; but by schooling themselves to it, and by frequent attendance, they had at last reached the point where it gave them great satisfaction and pleasure. Is it worth while for us to endure this painful method for the sake of the pleasure which ensues? Would not our boys play just as well if we were not looking at them? And, after all, is it womanly and sweet and refined and gentle for us to sit calmly and stoically by while possibly some boy is carried off the field, a poor, limp-looking creature, perhaps badly injured, we, in the meantime, joining in the vociferous applause which greets the victorious side?

If young women are becoming less romantic, less domestic, and more progressive and assertive, has not the football game had its influence in this direction? We women all worship in men courage and physical strength; and possibly the men admire in us the qualities which they do not so generally possess, physical weakness and moral strength.—*Harper's Bazar*.

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The North Carolina Legislature, which will assemble in Raleigh January 9, 1895, is pledged to provide a four months term of the public schools of the State. This is well.

THE COUNTRY SCHOOL.

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At least four-fifths of our people get their early training in our rural schools. Hence the following important suggestions, made in a late address by Hon. Henry Sabin, of Iowa, come to be of special significance. He says:

“The teacher in the rural school may not do the same work that is done in the city graded school, but can do work equally as well; she can do it in the same spirit, she can avail herself of the love of nature, which is inborn in the child, of that self-activity of mind which is the motive power of education.

“There is a wide-spread idea that the country school is inferior; if it is, it is not a matter of necessity. It ought not to be so any longer. It is not so in many parts of the country. Let the teachers in our rural schools avail themselves of all the means at their disposal, throw their life into their work and the country schools can do for our children that which the city schools may not even hope to accomplish.

“We must first know the end which we hope to reach, the aim which we may rightfully have in mind, and then fix upon the method to be adopted. But when we exalt ‘the method’ above the end, failure is inevitable. Education consists of two things: obtaining knowledge and using knowledge. We must, in our schools, have less to do with percentages and so-called results, and more with capacity, power to acquire, ability to retain, and skill to use.

“Any system which makes the promotion of children from grade to grade during the first four or five years of school life depend upon a certain per cent., as determined by written examinations, is faulty in its construction and injurious in its results. It is not only that the flushed cheeks, the excited eye, and the trembling nerve, tell that the brain is being forced to do unwonted work, but the



wrong aim held up before the child is a far greater evil. An honest effort on the part of the child is always to be commended, even though it appears to result in failure. Praise should be proportioned in accordance with the effort put forth, rather than with the success achieved."

### A PRAYER FOR HUSBAND AND WIFE.

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Among the manuscripts of William Cullen Bryant the following prayer was found, in his own handwriting. It was written by him just after his marriage:

"May God Almighty mercifully take care of our happiness here and hereafter. May we ever continue constant to each other and mindful of our mutual promise of attachment and truth. In due time, if it be the will of Providence, may we become more nearly connected with each other, and together may we lead a long, happy and innocent life, without any diminution of affection until we die.

"May there never be any jealousy, distrust, coldness or dissatisfaction between us, nor occasion for any—nothing but kindness, forbearance, mutual confidence and attention to each other's happiness. And that we may be less unworthy of so great a blessing, may we be assisted to cultivate all the benign and charitable affections and offices not only toward each other, but toward our neighbors, the human race, and all the creatures of God. And in all things wherein we have done ill may we properly repent of our error, and may God forgive us and dispose us to do better.

"When at last we are called to render back the life we have received, may our death be peaceful and may God take us to His bosom.

"All which may He grant for the sake of the Messiah."



[FOR THE NORTH CAROLINA TEACHER.]

## OLD MAMMY'S STORY.

A WAR-TIME REMINISCENCE OF THE ALBEMARLE SOUND.

BY THOMAS C. HARRIS, RALEIGH, N. C.

"How did it ever happen, Mammy, that Cousin Sue married a Northern man?"

"Now jess lissen at dat chile," said Mammy, "what do a little boy lak you know erbout Norf and Souf?"

"But Mammy," said Gaston, "I have read in my books of a war here, when the Yankees and our folks fought battles and ever so many were killed, and the men who were on opposite sides did not like each other."

"Well, honey, hit do seem kinder quare when yer fust thinks erbout it, but when yer comes ter know de whys an de wharfores, hit don't seem so mighty cuis atter all."

Mammy was a type of the old-time Southern nurse, old, wrinkled and gray-haired, with a large bandanna handkerchief tied over her head like a turban. Since her earliest youth she had lived in the "great house," with the "white folks," and her life's work had been the care of the children of her owner. To her credit, be it said, she loved her little charges as much as if they were her own flesh and blood. And the children all loved "Mammy" just as well. Several generations of children had known her loving care, and her present charge, a handsome boy of two years, was playing on the lawn near by, while the question was asked by Gaston, a young cousin of the mistress of the fine old mansion in the background.

"Lord bless your soul, honey, in course I knows all erbout it, for won't I long er ole Miss all enjurin de war an' er long time afore dat? I was de fust nuss ole Miss ever had, an' I toted her two boys in dese arms ontwell dey got big ernuff ter git erlong widout me.

"Miss Sue was de baby, an' ole Marse never call her nothin' but Baby, eben atter she done growed ter be a

mighty likely young 'oman, when de war fust broke out.

"Ah chile, dem was orful times, dat war was. We niggers on de plantation did n't know nothin' erbout what 'twas ergwine ter be an' I don't s'pose de white folks did neither. De way dey all talked an' de way de new company of sojers over at Edenton was er struttin' eroun' in deir new clothes, wid de brass ban' er playin', you would er thought 'twas ergwine ter be er fine frolick or somethin' of de kind. We hadn't never seed our white folks ragged and dirty an' hongry an' sick an' wounded an' all sich destruction afore, an' I hope de like won't never come ergin.

"Dar was ole Marse, he jess sot his heart on dem two boys, an' dey was fine, likely fellers, too. De oldes' was de zact image of his father, but de other one was more lak de Lewises. Dey bofe jined de comp'ny an' dey looked mighty fine in de sojer clothes when dey fust went off.

"Dat day, when dey all went ter Richmon', ole Miss, she almos' cry her eyes out, an' ole Marse, he didn't want 'em ter go at all, but dey would go. Dey said de trouble woulden lass long afore dey all be comin' back ergin. De oldes one, he never come back at all, an' de younges' was shot mighty nigh all ter pieces an' died in de hospital. But dat was further erlong in de war.

"Bimeby, when we heard dat de gunboats was a comin' up de soun', most of de white folks 'round here begun ter refugee."

"What do you mean by refugeeing, Mammy?" asked Gaston.

"Dat's when de white folks takes up all deir things dey can move, an' goes off, ouden de way of de inemy. Ole Marse, he took two big waggins, loaded down wid clothes, providgins an' furniture. He an' ole Miss went on de kyars to a place he had in de mountings, while I went in de wagin wid de drivers.

"When we got all fixed up in dat double log house, in dat lonesome mountain gap, we was tollerble comfetable,



but de house an' de naybors wan't noways like what our family had been used to. Most of dem mounting folks was powerful poor an' ignorant, an' some of dem lived in houses sich as our folks would n't keep a cow in. I see one family in a little log shanty, whar you could fling a cat throo de cracks 'tween de logs, an' de man don't seem ter keer 'nough erbout it, ter mix up some clay an' stop de cracks. De plantation here was left for de overseer ter git erlong de bes' he knowed how.

"Dem mountings was powerful still an' lonesome an' de roads jess perfeckly dredful, all up an down an' full of rocks. No railroads or steamboats or nice houses or cotton-fields. De folks had ter keep busy ter raise sumpin ter eat, an' de kyards an' de spinnin'-wheel was agoin' in every house. We made homespun clothes an' some of de folks had wooden-bottom shoes. I did n't see a nice carridge de whole two years I was up dar.

"Well, Miss Sue, she gits mighty lonesome an' down in de mouth. Her pa and ma was all de time agrievin' erbout de war an' de boys a sufferin' in de army. To think of dem boys, who was raised on de very bes' in de land, was half starved an' ragged, and sometimes barfooted, was 'nough ter make ennybody grieve. Miss Sue did n't have no comp'ny an' nowhar ter go, an' no books ter read, so she gits up a little school of de naybors' chillen an' taught in a little log school house close by de creek. Dere was a high foot-log over de creek, and some of de chillen lived on one side an' some on de other.

"Well, one day atter school done let out, she had ter go back fer a book or somethin' she forgot. When she got erbout half way across, her laid gin ter git dizzy, an' she fell offen de log, plump in de creek. De water was deep an' runs fast, an' soon as she rise ter de top it carries her erlong, a stranglin' an' er sinkin'. She would sholy abin drowned in a mighty few minits ef it had n't bin fer a



man who was ahidin' in de bushes. He jump in an' drug her out an' toted her ter de school house, whar he built up a good fire. By time her senses come back an' she gits warm ergin, she makes him tell her all erbout it an' who he was an' what he was adoin' dar."

"That was a good, brave man," said Gaston, "and I wish I knew him."

"Never mind erbout dat, honey, wait erwhile an' you will hear some more erbout him. He was a young Yankee officer who had 'scaped ouden de prison at Salisbury. He an' some others dug a hole under de groun' from de tent to de outside wall, whar de gyard stands. Dey wuk jess lak er mole, ontwell dey digs de hole under de wall, an' dey slips erway in de night.

"All de others got cotched, cep'n him, an' he was mighty nigh starved ter death. All he had ter eat was a little dry corn an' sich scraps an' tater peelins as de chillen throwed away at de school house, whar he bin sleepin' fer two or three nights.

"When Miss Sue, she heard all erbout his sufferin's, she was so sorry for him an' glad 'cause he done an' save her life, she said she was agwine ter help him all she could. So de next day she slipped him a suit of ole clothes an' shoes, somp'n ter eat, an' found out all erbout de roads an' gaps in de mountings for him ter travel through, so he could git through ter Tennessee, whar he might find some of his folks. She got him a pistol an' overcoat too, from somewhere, an' he left dar in de night, and nobody 'cep'n' Miss Sue ever seed him or knowed he bin dar. She never said a word to nobody about him twell long after de war was over an' we was back here on de ole place ergin.

"Den come de hard times shore nuff. Bofe de boys was daid, an' ole Marse jess grieved ter death. An' ole Miss, she all de time mighty poo'ly an' coud n't do nothin' but grieve. De niggers was all free an' gone away, an' de house an'

plantation all gone ter rack an' ruin. 'Sides all dat trouble, ole Marse, he done left some debts what hatter be paid off, an' de lawyers was erbout to sell everything to pay 'em.

"Miss Sue had all dat trouble ter b'ar on her young shoulders, an' hit mighty nigh worried her ter death. Her school and music scholars here was scasely nuff ter s'port her an' her mother, in a way not half as good as she bin use ter.

"Long erbout dat time dar was a stranger in town an' he 'gin ter visit Miss Sue a right smart. He useter walk home from school wid her, and sometimes he sont ole Miss baskits er fruit an' papers ter read. Folks 'gin ter say Miss Sue was agwine ter marry dat Major Williams, but she says how she bound ter take keer of her mother now, 'specially 'since dem lawyers done sold de old place ter somebody way off yander, nobody knows who.

"An' de Major, he 'tend like he come down here ter hunt an' fish, but anybody could see dat he was a huntin' Miss Sue a sight more'n he did de ducks on de soun'. He 'swade an' he 'swade her ter have him, but she say, 'not yit,' she can't leave her ole mother now an' she so pore. She is jess bound ter take keer of her as long as she lives, tho' she loves him well ernuff ter have him, he better wait.

"Bimeby de cyarpenters an' painters come an' fix up de ole house for de stranger what bought it, an' dey made hit a sight better an' finer dan it ever was. Atter hit was all ready an' full er new furniture, de naybors was all 'vited ter a big dinin' an' de Major he took Miss Sue an' her mother. When de dinner was all on de table an' de comp'ny all ready ter set down, dere was nobody ter set at de head an' foot of de table. Nobody didn't know who was de master of de house an' had n't seed him nowhar.

"De folks all stand at deir places an' de Major he come in wid ole Miss an' Miss Sue. He 'lowed it won't wuth



while ter wait no longer, an' he put Miss Sue at one eend of de table an' he tuk de other. Den he look eroun' an' says grace mighty sollum. Now dey jess find out who 't was had bought de place. Hit was de Major hisself, an' he say he was a gwine ter live dar, if he can git somebody ter keep house fer him.

"Hit was a mighty good dinner an' de fines' I ever see, an' I have waited on some mighty good tables in ole times. Some of de bess fixin's come from de North and was different from our way of cookin'.

"Atter de dinner was over an' dey was all drinkin' wine ouden dem little glasses, de Major say he was agwine ter tell 'em a little story. He tole erbout a young soldier in de war who was cotched an' put in prison at Salisbury. How he dug his way out an' 'scaped in de mountings whar he got lost an' mighty nigh starved ter death. Den how he happen ter see a certain young lady fall in de deep water an' he swim in an' git her out. An' how she was sorry fer him an' git him vittles an' clothes an' showed him how ter git away an' so saved his life.

"When he tole dat, Miss Sue she looked mighty s'prised an' red in de face an' hide her face behine her fan, but de Major he went on all de same. Den he tole how he s'arched everywhar, when de war was over, ter find dat young lady, an' when he finds her she didn't know him. How he goes ter see her a long time an' try ter 'swade her ter have him, but she say 'not yit.' Den he tell how he is dat soldier an' Miss Sue is de same young lady, an' he wants ter take keer of her an' her mother too.

"De folks all gits mighty 'cited, an' all gits 'round Miss Sue an' her mother an' say hit was jess too pritty a story not to be true, an' she was jess bound ter have de Major atter all dat. Dey say de Major is jess de same as our folks, ef he was a Yankee, an' Miss Sue didn't do nothin' but put her haid on her mother's shoulder an' cry.



“An’ ole Miss, she cry too, and bimeby she took Miss Sue’s han’ an’ put it in de Major’s han’ an’ kissed dem bofe.

“Now dat’s how come Miss Sue ter marry de Major an’ she aint never been sorry erbout it neither.”

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### THREE DANGEROUS WOMEN.

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“Beware of three wōmen—the one who does not love children, the one who does not love flowers, and she who openly declares she does not like other women,” says a recent writer.

There is something wanting in such, and in all probability its place is supplied by some unlovely trait.

As Shakespeare says of him who has no soul for music, such a woman “is fit for treason, strategy and spoils,” and a woman intent on those is ten thousand times worse than any man could be, for, standing higher, she can fall lower.

Men may smile and jest a little over the tenderness lavished on a baby, but, after all, the prattle every womanly woman involuntarily breaks into at the sight of the tiny beings, is very sweet to masculine ears.

It was the first language they ever knew, and, in spite of the jest or smile, the sweetest on wife’s or sweetheart’s lips.

They may laugh, too, at the little garden tools, which seem like playthings to their strength; but in their hearts they associate, and rightly, purity of character and life with the pursuit of gardening.

And, as for the woman who does not care for her own sex and boldly avows it, she is a coquette pure and simple, and one of the worst and lowest type too, as a general thing.

[FOR THE NORTH CAROLINA TEACHER.]

## NORTH CAROLINA IN THE WAR FOR INDEPENDENCE—FAMILIAR LETTERS.

BY GENERAL HENRY B. CARRINGTON, AUTHOR OF "BATTLES OF THE AMERICAN REVOLUTION."

### INTRODUCTORY NOTE.

Nearly fifty years ago, while Mr. Washington Irving was completing his "Life of Washington," it was my privilege to act, for a time, as his amanuensis, being Professor of Natural Science and Greek at the Irving Institute, New York, in which, as one of the patron examiners, he took a deep interest.

During a ride to White Plains, one Saturday, where he was hoping to collect a debt, in spite of his habitual neglect of such business matters, in response to the question, "Please, sir, show me where the Battle of White Plains took place," he replied "There was no battle of White Plains. I will explain to you as we go back." On our return I stopped the old sorrel horse which lazily hauled the somewhat dilapidated Jersey Rockaway wagon, and, at his request, took down some fence bars and drove to the top of Chatterton Hill. This hill, very abrupt in front, towards the River Bronx, which flowed between it and General Howe's camp, and guarded by General McDougal, supported by Capt. Alexander Hamilton's two nine-pounder guns, not only overlooked but completely flanked the British left wing. General Leslie in vain tried to dislodge the Americans by direct attack, for the ascent was too steep for the guns of either side to be handled safely to the gunners themselves. At last Colonel Rhall, afterwards killed at Trenton, ascended from the rear, forced the position and compelled the Americans to withdraw, just as General Washington was about to support McDougal with

Putnam's division. The American army was at once withdrawn to North Castle Heights, which were thoroughly fortified. General Howe declined to pursue or even to annoy the retreating patriots, reporting to his government that he had "political reasons" for not pressing upon Washington's retiring force.

#### THE FIRST AMERICAN TRAITOR.

Mr. Irving's views coincided with those of most historians who claimed that Howe dreaded another Bunker Hill disaster and preferred to strike Fort Washington before it could be made impregnable by added reinforcements. It has since been ascertained from British records, which disclose an attempt to obtain compensation for the treason, that Adjutant William Damont deserted to Howe's army and placed in his hands such minute details of the defensive works that, in spite of the otherwise magnificent and destructive resistance, the British troops were able to gain access to the interior of the works and the rear of the defenders by a very difficult but undefended approach.

This first treason materially shaped the campaign and forced the evacuation of Fort Lee, just across the Hudson river, and inaugurated the operations in New Jersey, which so soon followed. The historical scholar will also see why so many different opinions have been expressed as to the feasibility of retaining Fort Washington, which, but for this treason of Damont, seemed capable, as Green stoutly maintained, of successful defence.

The introduction of this incident is not foreign to the purpose of these letters. Mr. Irving fully discussed the campaign in all its relations, and the impressions were so abiding that before a week passed Chatterton Hill and its surroundings were carefully mapped and the delineations were approved by him. The genial scholar, in his quiet



way, remarked, "That is just what will have to be done for every decisive battle-field of the Revolution before justice can be done to either army. The Hessians were not all of them savages, neither were the American militia often cowards. The real heroism was often most sublime, while the immediate results seemed only disaster." To the impulsive reply, "I'll do it, and make those maps if it takes ten years," he earnestly answered, "It will take a generation, sir." Not only must topographical surveys be made, but every old field-note, considered worthless, and probably defaced by time, must be examined, restored when practicable, and applied to the map by some military expert before the impartial result can be declared.

#### BATTLE-FIELDS OF THE SOUTH.

The deepest impress made upon the mind, and one confirmed by subsequent interviews as reviewed the operations that led up to the surrender of Cornwallis, was his statement that the war at the South was not so entirely arrested, as many claimed, by the heroism of Lee, Horry, Marion, Washington and Sumter, in their detached partisan operations, as by the rare militia material which took courage from the daring of the partisan bands, as from well drilled regulars, who knew no fear and often despised odds; and at Cowpens, Hobkirk Hill, as well as at Guilford Court House, fought stubbornly under trying ordeals, when even the Continental troops flinched under the storm.

This is confirmed by the fact that all these partisan leaders supplemented their detached operations by good battle-service, and it is never to be forgotten that the militia, suddenly called from their homes, left their families and all that they valued at the mercy of Tory neighbors, who spared no atrocities of a border guerilla warfare in their plots to exterminate the Patriots in their midst. British

spies infested every neighborhood, and hung about every isolated plantation, caring nothing for law, but wholly bent upon plunder and some apology for the confiscation of the property of all who rejected royal authority.

In the belief that teachers and youth will take more pride in the revolutionary record of their State by brief glances at the heroism of her people, who, with scarcely any military training or preparation, enabled General Green to rescue the South and force Cornwallis to his doom, these familiar letters are penned.

I have long known, and with some intimacy, descendants of the McDowell's and Shelbys who figured conspicuously in that field of struggle and of the Battle of Cowpens, so successfully planned and fought, it may be truly said, that few battles of the war so honored the troops engaged, and few were more timely to inspire the whole nation with the assurance of final triumph.

The first resistance to British authority, which drew blood, was in the Old North State. The first overt assertion of independence of Great Britain was in the Old North State. Her people know it by tradition, and formal history yields her recognition; but it may be that a conversational grouping of the facts will inspire young men and maidens to a fuller research, and inspire even teachers with new pride in the names and memories of Mecklenburg and Alamance.

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WHEN YOUR pupils seem to be listless and dull, throw open the windows and doors, have all the school to stand up and sing two or three familiar stanzas from "North Carolina School Songs," and you will find new life in the school for that session.



## THE NEWSPAPER IN SCHOOL.

BY LUCY HAVES MACQUEEN.

The newspaper can be put to a great deal of intelligent use. One bright teacher has his pupils give one bit of news, political, social, in fact any except police news, every morning, in the time devoted to general exercises, and every pupil is expected to write one "reporter's nose-gay" every week and hand it to the teacher. It must be neatly written, spelled correctly, and punctuated properly. It must be an account of something the pupil saw on the street during the week. These "nosegays" are eagerly read by the boys on Friday afternoon, and a committee of two boys and the teacher decide which one is the best; it is then sent to one of the local newspapers and always printed.

One geography specialist, a lady employed at a large salary in one of our cities, uses the newspaper constantly in her classes. The shipping-list is given to the pupils, who find where every port mentioned is situated, and learn from the cargoes brought to and from these ports something of their resources.

Many teachers read the paper every morning to their pupils. They employ about five minutes' time, and select judiciously from the sheet.

In teaching "stocks and bonds" in arithmetic the newspaper is a great help, and every teacher should instruct pupils how to read the quotations understandingly.

The editorials, when particularly good, should be read aloud as a reading lesson now and then.

Boys, especially, are interested in work like this. They are quick to see the practical benefit of it. Indeed, teachers should aim at fitting boys and girls for practical life.—  
*Exchange.*



[FOR THE NORTH CAROLINA TEACHER.]

## ANCIENT WRITERS.

BY MISS ETTAH TAYLOR, CALLOWAY, VA.

Yes, praise, glory and honor to the sublime poets, artists and philosophers!

“Worship the bards sublime,  
Whose distant footsteps echo  
Though the corridors of time.”

The opinions of contemporaries may be influenced by style and biased judgment; the animadversions of learned persons may be imbued with favoritism, but the universal voice of millions has demonstrated the ancient writers to be the quintessence of all that is æsthetic in science or art. The writers of long ago speak to the heart through passion—giving an elucidation of nature, and in their characters a real picture of life. Thus they have given books which “were not for an age, but for all time,” and will be perused with increasing admiration through all the ages.

Their productions are replete with soundness of intellect and imagination—realms of fancy, of beauty, of life, “studded as a frosty night with stars.” Wonderful indeed are the compositions of the grand old writers; they soar to the highest heaven of invention. Those who have dived deeply into the classics have to wander through the shady places of philosophy with Plato, to follow the soaring of Aristotle’s eagle intellect, to listen to the chime of Homer’s oceanic harmony, and to the more irregular music of Pindar or sad Electra’s poet.

The study of the ancient writers can but elevate those who desire to acquire a just knowledge of the old masters in literature, and through this medium hold communion with the great souls and high thoughts of ancient times.

The classic compositions of Greece and Rome challenge our admiration as immortal mausoleums of refinement and

taste—models from which authors have derived their best copies and highest inspiration.

The predominant writers speak for themselves. There are few things in modern philosophy of which we do not find a hint in ancient writings. The idea of gravitation that Newton was supposed to have received from the fall of an apple was probably an impression obtained from the writings of Lucretius. Ovid must have had a very just conception of universal laws of space when he speaks of the earth as brought forth from chaos and hung suspended in mid-air by the reciprocal attractions of gravitation.

Of all the great writers, the poets stand upon the highest pedestal. Homer is one of the great evangelists of the human mind, a representative of the mystic age, taken in its sublimest manifestation. Next in order comes Virgil. He becomes the jewel of the golden age of Roman letters—the Augustan age. Dante may be mentioned as the most important writer of mediæval literature. The two brightest stars in musical composition are Beethoven and Mozart, whose lofty melodies have re-echoed within the walls of "Imperial Rome," and held captivated the heart of man throughout the civilized world—now by the great strain of music, chanting forth its last melancholy harbinger to a wicked world, or again sending forth the happy strains of "Gloria in Excelsis."

The ancient writers are so numerous that it would be impossible to mention them all. In painting we have Raphael, "justly termed the father of dramatic painting." The painter can represent upon a small canvass a whole scene; his power in the portrayal of passion is almost wonderful. Egypt justly claimed the title of mother of arts. As long as "time rolls his ceaseless course," the ancient authors will be appreciated and will be given a place in the "temple of human genius." Yes, glory and honor to greatness!



## IN THE SCHOOL-ROOM.

### TO THE BOYS.

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You'll never discover new lands, my boys,  
If you always follow the beaten track.  
You'll never stand firm on the mountain height  
If you're always halting and gazing back.  
Strike out for yourself, but be sure the path  
Is not girt with the noxious weeds of sin,  
That no sharp edged rocks of some deadly vice  
Or pitfalls of folly be found therein.

Choose the path of honor and virtue, boys,  
And let no one tempt you to swerve aside;  
Its guideboards—temperance, purity, truth—  
Who follows their guidance few dangers betide.  
There may not be wealth and fame at the end,  
But wealth and fame do not constitute bliss.  
A pure, perfect manhood, and noble life—  
There's nothing worth striving for, boys, but this.

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### COST OF AN EDUCATION.

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A new book, published by the Harpers, gives the cost of an education in 1823: "Tuition, \$8; chamber rent, \$3.34; damages, 45 cents; average damages, 15 cents; sweeping, \$1.11; library, 50 cents; monitor, 5 cents; catalogues, 8 cents; bell, 11 cents; reciting room, 25 cents; chemical lectures, 25 cents; fines, 20 cents—total, \$14.49. The fines were generally for absence from recitations, but a later term bill shows a fine of 25 cents for unnecessary walking on the Sabbath, a charge that would astonish the father of any collegian of the present day."



A CASE OF PUNCTUATION.

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Write this on the blackboard and have pupils punctuate correctly.

Every lady in every land  
Has twenty nails on each hand;  
Five and twenty on hands and feet:  
This is true without deceit.

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WEATHER HINTS.

---

Watch the sky for what are called "mares'-tails." These appearing after clear weather show the track of the wind in the sky. A rosy sunset predicts fair weather. A red sky in the morning foretells bad weather. A gray sky in the morning means fine weather. If the first streaks of light at dawn are seen above a bank of clouds, look out for wind; if they are close to or on the horizon, the weather will be fair. In general, soft, delicate colors in the sky, with indefinite forms of clouds, mean fair weather; gaudy, unusual colors, and hard-edged clouds mean rain, and probably wind.

A dark, gloomy, blue sky is windy; but a bright, light-blue sky indicates fine weather. Generally, the softer clouds look, the less wind (but perhaps more rain) may be expected; and the harder, more "greasy," rolled, tufted, or ragged, the stronger the coming wind will prove.

A bright yellow sky at sunset presages wind; a pale yellow, wet; orange or copper-colored, wind and rain.

These are some of the most important points about weather which have been set down in the books by old and experienced sailormen. If the young yachtsman will bear them in mind, and at the same time keep an eye on his instruments, he will not often be taken unawares by bad weather.—*Harper's Young People.*

## BEST METHOD OF FINDING INTEREST.

It is astonishing how the old method of casting interest clings to the text-books as the best method. The best method, in our experience, is the following—a method which the *Popular Educator* arithmetic recommends: It is (1) a method easily understood; (2) it is along the line of the method used in oral work; and (3) it avoids all fractions except the decimal.

The rule would be: Find the interest of the principal for one month at 6%, and multiply by the time expressed in months and tenths of a month.

It is very easy to show the pupil that the interest for two months, or sixty days, would be .01 of the principal. Removing the point two places to the left finds it. Again, it is quite as easy to show to the pupil that three days is .1 of a month, and that, therefore, every three days would give a tenth of the month. The fractions  $\frac{1}{3}$  and  $\frac{2}{3}$  can be stated decimally as .33 and .66 respectively—to illustrate:

1. What is the interest of \$450 for 2 years 3 months 9 days, at 6%?

\$4 | 50 = interest for two months.

2 | 25 = “ “ one month.

27.3 = time expressed in months and tenths of a month.

\$61.425 = interest.

2. What is the interest of \$1,200 for 3 years 4 months 28 days, at 6%?

\$12 | 00 = interest for two months.

6 | 00 = “ “ one month.

40.933  $\times$  6 = \$245.60. Ans.—*Journal of Education*.

IT IS NOT so much we that make our reputation, as it is others who make it for us.



## SHAKESPEARE.

Richard Grant White, in "Life and Genius of Shakespeare," gives thirty-two different spellings, all taken from old documents. The following are the forms:

Chacksper,	Schakespeyr,	Shakespire,
Shakespear,	Shakspere,	Shaxespere,
Schakespeire,	Shakspeyr,	Shaxpere,
Shagspere,	Shackespeare,	Shackespere,
Shakespeire,	Shaxpur,	Schakspear,
Schakesper,	Shaxspere,	Shaksper,
Shaxper,	Shackspere,	Schaksper,
Shaxsper,	Shakspear,	Shakyspere,
Shakespere,	Shackspeare,	Shaxpeare,
Shakaspeare,	Shakespeare,	Saxpere.
Shakspeere,	Shakespeer,	

## CHILDREN OF THE YEAR.

(Twelve children may give the following recitation: They should stand in a semicircle, and, in turn, step to the center to recite. Each may hold some symbol of the month he represents—April, a bunch of violets; June, a scythe; July, an ear of corn, etc.)

January, worn and gray,  
Like an old pilgrim by the way,  
Watches the snow, and shivering, sighs,  
As the wild curlew round him flies;  
Or, huddled underneath a thorn,  
Sits praying for the lingering morn.

February, bluff and bold,  
O'er furrows striding, scorns the cold;  
And with horses, two abreast,  
Makes the keen plow do its best.



Rough March comes blustering down the road,  
In his wrath-hand the oxen's goad;  
Or, with a rough and angry haste,  
Scatters the seed o'er the dark waste.

April, a child, half tears, half smiles,  
Trips full of little playful wiles;  
And, laughing 'neath her rainbow hood,  
Seeks the wild violet in the wood.

May, the bright maiden, singing goes,  
Each day from early morn to evening's close.  
Watching the lambs leap in the dell,  
List'ning to the simple village bell.

June, with the mower's scarlet face,  
Moves over the clover field apace,  
And fast his crescent scythe sweeps on  
O'er spots from whence the lark has flown.

July, the farmer, happy fellow,  
Laughs to see the corn grow yellow;  
The heavy grain he tosses up  
From his right hand as from a cup.

August, the reaper, cleaves his way  
Through golden waves at break of day;  
Or, on his wagon piled with corn,  
At sunset, home is proudly borne.

September, with his baying hound,  
Leaps fence and pale at every bound;  
And casts into the wind in scorn  
All cares and danger from his horn.

October comes, a woodman old,  
Fenced with tough leather from the cold;  
Round swings his sturdy ax, and lo!  
A fir-branch falls at every blow.

November cowers before the flame,  
Bleared crone, forgetting her own name;  
Watches the blue smoke curling rise,  
And broods upon old memories.

December, fat and rosy, strides,  
His old heart warm, well clothed his sides,  
With kindly word for young and old,  
The cheerier for the bracing cold;  
Laughing a welcome, open flings  
His doors, and as he does it sings.

—*Selected.*

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### MANAGING THE BAD BOY.

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Give the bad boy a chance to reform. Show him at the beginning of the term that you believe in him and trust him, no matter what evil reports you may have heard concerning him.

Take him into your confidence and, above all, give him something to do for you; sooner or latter, you will find that you have "managed" him without his suspecting it in the least.

Miss T. received a message in school one day calling her to another teacher's room.

Turning to the "bad boy" she said:

"Joe, you may take charge of the room while I am absent."

With an amusing assumption of dignity, he marched up to the desk and took charge.

Entering the room noiselessly on returning, she found the room in perfect order, and Joe took his seat with the air of one who has performed his duty well, as she dismissed him with a "Thank you, Joe, you have done well."

Another afternoon a boy had finished his work before the rest of the class, and he was not one of the kind that



will occupy their spare time with something useful of their own accord. So, seeing him idle, she addressed him:

"Willie, I have some copying here that I have n't time to do myself. You can write nicely, will you do it for me?"

Of course he would and did, working away a long time quite patiently. And he did it nicely, too. The best of it was, the rest of the boys thought he was highly honored and besieged her for "copying" to do.

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### I WOULD N'T BE CROSS.

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BY MRS. M. E. SANGSTER.

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I would n't be cross, dear, 't is never worth while;  
Disarm the vexation by wearing a smile.  
Let hap a disaster, a trouble, a loss,  
Just meet the thing boldly and never be cross.

I would n't be cross, dear, with the people at home,  
They love you so fondly; whatever may come,  
You may count on the kinsfolk around you to stand,  
O, loyally true, in a brotherly band!  
So, since the fine gold far exceedeth the dross,  
I would n't be cross, dear, I would n't be cross.

*I would n't* be cross with a stranger. Ah, no!  
'To the pilgrims we meet on the life path we owe  
This kindness, to give them good cheer as they pass,  
To clear out the flint-stones and plant the soft grass.  
No, dear, with a stranger, in trial or loss,  
I perchance might be silent; I would n't be cross.  
No bitterness sweetens, no sharpness may heal  
The wound which the soul is too proud to reveal.  
No envy hath peace; by a fret and a jar  
The beautiful work of our hands we may mar.  
Let happen what may, dear, of trouble and loss,  
*I would n't* be cross, love, I would n't be cross.



## THE ALPHABET OF HEALTH.

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(Recitation for Intermediate Grade.)

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All healthy folks are active and bright.  
Be sure to go to bed early each night.  
Children, be careful, and keep dry feet—  
Damp shoes are neither healthful nor neat.  
Eat slowly, and choose the simplest food—  
Fresh fruit is dainty, and tempting, and good.  
Garments should never be worn too tight—  
Hats should always be airy, and light.  
If you would be happy, and healthy, and gay,  
Just stay in the sunshine the livelong day.  
Keep your heart pure and your temper sweet;  
Let your dress and your home be always neat.  
Many have died from lack of pure air.  
No child can keep well without constant care.  
Old rags and trash should never be kept—  
People thrive best in a house well-swept.  
Quick motion brings to boys and girls  
Red cheeks, bright eyes, and dancing curls.  
See that the water you drink is pure,  
'Tis better than coffee, or tea, I assure.  
Use all your wits to prevent mistakes;  
Very sad are troubles they often make.  
Walk every day as much as you can;  
X-ercise makes the strong woman or man.  
Your health is your wealth, and well worth pain—  
Zeal in its care is never in vain.

—*Little Men and Women.*

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IT IS SAID that a little boy in the western part of our State has learned to spell correctly all the names of North Carolina minerals in the "North Carolina Spelling Book."

### CHEERFUL STUDY.

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Orthography is commonly reckoned a pretty dry subject, but there is no branch or knowledge but may be brightened by a skillful teacher. A visitor was chatting with the little daughter of the family.

"What do you study at school?" he asked.

"Readin' an' writin' an' 'rithmetic an' 'spellin'."

"Well, well! What a bright little girl you are! And which study do you like the best?"

"Spellin'."

"Indeed! Most children do not. Why do you like spelling?"

"'Cause every time I spell a word the teacher laughs."

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### LETTERS FROM OUR YOUNG PEOPLE.

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A number of letters were received this month from our little friends in the schools, but only two in time for publication in this number of THE TEACHER. We want a letter from every school in North Carolina for publication, and teachers can prepare no more instructive exercise than to have every pupil, on Friday afternoon, write a letter to THE TEACHER, and the best one should be sent for publication. Letters should be from three to six pages of note paper and written in ink on only one side of the sheet.

PRINCETON, JOHNSTON COUNTY, N. C., Dec. 4, 1894.

*Mr. E. G. Harrell, Editor N. C. Teacher, Raleigh, N. C.*

DEAR SIR—Each of my schoolmates has written to you of our school and her home, but as I am studying letter writing, I will write to you too.

My father, Skidmore Howell, is a farmer. We are eight in family. I have three sisters and two brothers younger than myself. I'm fourteen and the oldest child. I have to work on the farm, plough, plant,



chop and gather corn, cotton, peas, potatoes, etc. We have the necessities of life and are happy.

I started to school when I was six. I'm now fourteen and during the nine years that have elapsed I have been in school just fourteen months, or one year and four months.

Miss Charity Atkinson is my teacher. I'm anxious to be educated. There are forty-three pupils in school. I study arithmetic, grammar, physiology, writing, reading, geography and spelling. Our school-house is very open. There are cracks in the floor large enough to put my fingers through. It is very cold in the winter to sit in a school-room with such an open floor. I live about one and one-half miles from school.

As I have nothing more to tell you, I will close my letter.

Very respectfully,

DORA HOWELL.

[This is a good letter for a little girl who has been to school only fourteen months in all her life. It is a fine testimonial both to the faithfulness of her teachers and the diligence of the pupil.—EDITOR.]

PRINCETON, JOHNSTON COUNTY, N. C., Dec. 3, 1894.

*Mr. E. G. Harrell, Editor N. C. Teacher, Raleigh, N. C.*

DEAR SIR—My teacher, Miss Charity E. Atkinson, told the school that you would like to have a letter from every school in the State, and I have concluded to write.

My father, N. B. Lynch, is a farmer. We are ten in family—father, mother, two sisters and two brothers older than I, myself and twin sister, who are fifteen; twin brothers, who are eleven; one little sister and one little brother. We have to work in the field. I help plant, plough, chop and gather corn, cotton and peas; but for all that I'm happy and contented. I began school at six; I'm fifteen now; therefore I've been in school through the public school season, which is generally two months in summer and two months in winter, nine years. As we had no school last summer we think we will have four this term. I'm glad that we are to have a long school, for I am anxious for an education.

We have a small schoolroom with cracks in the floor that I can put my finger through. We have plenty of nice wood to burn, but before we got our sawdust carpet, cold days we were very uncomfortable. I think I would like very much to be a teacher, but don't think I would like to teach in such a house as this often. There are forty-two pupils in school. I study arithmetic, grammar, physiology, writing, reading, geography and spelling. My class will commence history after Xmas.

I hope you will like my letter, for I have worked hard to get it written.

With many good wishes, I am, respectfully,

LAURA LYNCH.



[We have enjoyed your nice letter, Laura, and feel sure that it will interest all who read it. The children in our towns and cities do not realize the many difficulties in the way of our country children in securing an education. It is a matter of great pride to us to know that our boys and girls in the country are doing so well in school even in the face of all the obstacles, and we congratulate the teachers upon the marked success of their work which is done in a very short school term and at a ridiculously small salary.—  
EDITOR.]

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### THE SWEETEST THING.

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What are the sweetest things on earth?  
Lips that can praise a rival's worth;  
A fragrant rose that hides no thorn;  
Riches of gold untouched by scorn.  
A happy little child asleep;  
Eyes that can smile though they may weep;  
A brother's cheer, a father's praise;  
The minstrelsy of summer days.  
A heart where anger never burns;  
A gift that looks for no returns.  
Wrongs overthrown; pain's swift release:  
Dark footsteps guided into peace.  
The light of love in lover's eyes;  
Age that is young as well as wise,  
A mother's kiss, a baby's mirth—  
These are the sweetest things on earth.

—*Mankind.*

## EDITORIAL.

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"Carolina! Carolina! Heaven's blessings attend her,  
While we live we will cherish, protect and defend her;  
Though the scorner may sneer at and witlings defame her,  
Our hearts swell with gladness whenever we name her."

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### WHO ARE WE, ANYHOW?

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THE TEACHER has been trying for years to find out whether or not the people of the United States have a nationality, if so, what it is. In educational reports we speak of "Negro schools and white schools," and while we well understand that "Negro" schools, "Indian" schools, "Chinese" schools mean the schools for a particular race, we know that "white schools" mean simply nothing at all. Who are we, anyhow? Have we any race name at all? If so, what is it? To write "Caucasian" schools would be nonsense, to write "American" schools would be untrue, to write "English" schools would be absurd. Then what kind of schools have the majority of the people of the United States? To write in a report "Negro schools 2,000, *the other kind*, 3,000," would be supremely ridiculous—but what shall we say instead, to be truthful? THE TEACHER intends never again to use the terms "white" schools and "colored" schools, as these terms mean nothing at all. The term "colored schools" may be applied with equal truth to schools for Chinese or Indians, and "white schools" may be used in speaking of all the schools of Europe—including almost every nationality of people who

happen to be of the Caucasian race. And we will be glad to have a race name for our people, as the Negroes have a race name for themselves which they have universally approved. Now, teachers, please tell us who we are.

PLEASE inform us promptly of changes you may make in your location for the new year.

YOU WILL find several very fine original articles in this number of THE TEACHER. The papers by General Carrington and Miss Taylor cannot be read without benefit.

WE ARE greatly pleased at the number of new subscriptions and renewals for the month. They show an increasing interest in THE TEACHER and appreciation of its work for our North Carolina schools.

THIS HAS been a hard financial year throughout the whole country, alike with our schools as with every other business interest. It is encouraging, however, to know that the new political party in power has promised better things for the new year.

IN FUTURE THE TEACHER will be issued as near as possible on the last day of each current month. This is done in order that we may give our readers all the educational news for the month in which the journal is dated. We think you will be pleased with this plan.

TO OUR County Superintendents we say that we want to place THE TEACHER in the hands of every teacher in their counties for the new year. This is the only educational journal that is specially interested in building up North Carolina schools and aiding our teachers and superintendents in their work.

IT NOW seems quite certain that the Legislature will establish the Reform School for young criminals, which institution the teachers of North Carolina have been work-



ing for through their Assembly for several years. Most of the party leaders of the Legislature have already expressed their hearty approval of the proposition to establish the Reform School.

THE PRIZE offered by THE TEACHER for the best letter from our little folks in the schools will be awarded on the first day of May. It will be a nice set of some author's works, and it will be a prize well worthy the effort of any boy or girl. We hope teachers will encourage their pupils to compete for this prize, as the effort will greatly benefit them in the rare and valuable art of good letter writing.

IT WAS a very beautiful sight enjoyed by the people of Raleigh during the Christmas week, when every train entering the city from every direction was filled to its utmost with handsome and happy boys and girls returning to their homes from the various schools to spend the holidays. The Union Station was crowded every day with Raleigh people to wave "a Happy Christmas" to the merry men and maidens.

WE HAVE in hand a number of applications for positions by competent teachers and we will be glad to put principals and school officers in correspondence with them. We never recommend a teacher for a position unless we know that the teacher is thoroughly competent and will give satisfaction. There is no charge whatever for any service we may render any teacher or school officer in securing a position or a teacher.

IT IS PLEASANT to see so many teachers visiting about the State during the holidays. The admirable social work of the Teachers' Assembly during the past ten years has largely increased visiting among our teachers for renewing and further enjoying the pleasant friendships formed at Morehead City during the annual session of the Assembly. Every visit among our teachers makes better and more ambitious teachers for North Carolina.

THE SALES of "The North Carolina Practical Spelling Book" have doubled every month this season, and teachers everywhere freely express their pleasure in using the book. New schools are adopting the book every day and the orders now in hands of the publishers are far ahead of the printer and binder. The third edition will come from the press about January 10th and all orders can be filled immediately upon receipt of them.

THOUSANDS of teachers who have spent such happy days at the Teachers' Assembly while guests of the Atlantic Hotel, under the excellent management of Mr. B. L. Perry, will be sorry to learn that he has been for several months confined to his home in Raleigh by very serious and painful illness. The sincere sympathies of the teachers go out to their good friends, Mr. Perry and his amiable wife, and they hope for his speedy and complete restoration to health.

ON EVERY hand we are often asked "What is the Legislature going to do with the schools?" We have as yet no reliable information on the subject except that the dominant party in the General Assembly is pledged to provide a four months public school in every district, and if this is done it will be a good long step forward for education in North Carolina. We cannot see just now by what financial process this great boon is to be secured to the children of the State, but we hope that the lawmakers will devise some successful plan for accomplishing this much desired object.

WE BELIEVE, from close observation and careful enquiry, that a more thorough and a higher grade of work was done in North Carolina by the colleges and the University during the year 1894 than at any other period of our history. Most of these institutions have raised the standard of their curriculum and are gradually placing it still



higher, and it is no longer necessary for a North Carolina boy or girl to go from the State to be educated to the equal of any. The excellence of our finishing schools is bringing many hundreds of students here from other States, both North and South, to be educated. This is a fact of which we are very proud.

THE SOUTHERN EDUCATIONAL ASSOCIATION held its annual session at Galveston, Texas, December 26-28. Texas promised to send four thousand teachers if the meeting should be held during the holidays instead of in midsummer. We have always been opposed to the change from a summer meeting, but of course could not make objection in the face of such a liberal guarantee of attendance as was made by the "Lone Star State." We have not yet heard any particulars of the meeting, but we trust that it was both pleasant and in every way successful. It could not be expected that many persons could attend from remote points, as the railroads discriminate against the Association and charge an excessive rate of mileage for such meetings. For the next annual session of the Southern Educational Association THE TEACHER nominates July 1, 2, 3 at Morehead City, N. C. Rates of board can be secured at only one dollar a day, with every facility for enjoyment and recreation at a most popular seaside summer resort. The North Carolina teachers have built at that point an elegant two-story building containing ten large section rooms and one of the best auditoriums in the South. The building is supplied with everything needed for educational work, and the location is so convenient that the meeting of the Association would draw visitors from many of the Northern States. Midwinter meetings, if persisted in, will prove the death of the Southern Educational Association. It has been said that the winter meeting was arranged in the interest of some other educational meeting to be held next summer.



ABOUT OUR TEACHERS AND SCHOOLS.

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MISS MARTHA A. COOKE is teaching at Franklinton.

MISS EMMA NOWELL is teaching at Ahoskie, and she reports a good school.

MISS BESSIE MORING is a member of the Faculty of Fair View college, Buncombe County.

MISS ANNIE L. DAVIS, of Rich Square, will take a public school at Severn, on January 1.

MISS SALLIE NEWLIN is training the "young ideas how to shoot," at Folkston, Cleveland County.

MR. ATLAS THOMAS is principal of the academy at Kimesville, Guilford County, and the school is succeeding finely.

MISS ANNIE WILLIAMS, of Halifax County, has taken charge of the public school at Graysburg for a four months' term.

MISS MATTIE R. COPELAND is teaching at Aulander, and says that she is located among the kindest and best people in the world.

MR. ELI STEWART will continue his successful high school at Mackey's Ferry, and he proposes to give the boys a course in military drill.

MISS SOPHIA C. MORTON has taken a private school at Lake Waccamaw. She will be director of music at the Teachers' Assembly next June.

MISS MAGGIE E. GAINES has a private school near Sherwood's, and we trust that the new year will bring her additional prosperity in her faithful work.

MISS LUCIE G. FREEMAN has resigned her position as principal of the academy near Rocky Mount to take charge of a school near her home at Rolesville.

WAKE FOREST COLLEGE is raising \$25,000 additional endowment, to be applied specially to the "Royal Chair." A Northern benefactor has contributed \$5,000 of the amount.

MISS AGNES GRADY, one of our most excellent teachers, has charge of the primary department of the Neapolis graded school (----) and Superintendent F. H. Wheatly writes us that he is very proud of her and her admirable work.

REV. W. G. CLEMENTS, ex-County Superintendent for Wake County, has a fine select school of twenty pupils at home in Morrisville. We congratulate our neighbors in having one of the very best North Carolina teachers in charge of their children.

MISS S. H. DRAUGHAN has a school at Epworth. She writes that "five cent cotton has greatly depressed the people of her community," but we hope times will improve before long. She enjoys THE TEACHER very much and is greatly helped by its monthly visits.

HON. S. M. FINGER, ex-State Superintendent Public Instruction, has written an excellent text-book for schools upon "Civil Government." The book is published in good style by the University Publishing Company, New York, and we hope it may have the success which it justly merits.

THE FACULTY of the Agricultural and Mechanical College have decided that the appearance of the pretty military uniforms of the students is marred by the long, scraggy and uncouth hair which adorns the heads of the football players. The edict has therefore gone forth that the hair of every student shall be at once cut short in strict regulation military style. The same order has been issued to the United States military academies at West Point and Annapolis.

MR. ALFRED DUFOUR and son will open a select school at their home in Western North Carolina on April 1, 1895, to continue until November 30. It is a home school, thoroughly practical and efficient, and only eight students will be admitted. It is located near Mills River, Henderson County. Pupils will board with the family and be required to speak French, this being the language of the home. We commend the school most heartily to our people. The total expenses for the term of eight months is only \$300.

THE CITY superintendents of graded schools held a very interesting meeting in Park Hotel, Raleigh, Dec. 26 and 27. There were present President John J. Blair, Secretary Logan D. Howell and Superintendents Eggleston of Asheville, Toms of Durham, Connor of Wilson, Moses of Raleigh, Noble of Wilmington, Grimsley of Greensboro, Davis of Tarboro, Overman of Salisbury, Prof. J. Y. Joyner, Prof. P. P. Claxton, Dr. Winston and Prof. Alderman. The Association was addressed by State Superintendent John C. Scarborough, upon the "Condition and Needs of our Public Schools." It was a profound and thoughtful speech and added to the enthusiasm of all who heard it. The city superintendents have derived much pleasure and benefit from these annual meetings of their Association.

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## CUPID AMONG OUR TEACHERS.

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ON DECEMBER 20, 1894, MR. LEE T. BLAIR, a teacher in the Greensboro Graded Schools, married MISS JOHNSIE GILLESPIE, of that city. Mr. Blair was for a time a teacher in the Raleigh City Schools, and is very highly esteemed.



## AT RECESS.

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The books and slates now put away,  
 And let us laugh a little while;  
 For those who work there should be play,  
 The leisure moments to beguile.

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Teacher: "What is the conscience?" Bright boy: "It's wot makes you sorry w'en you get found out."

THE GRAMMAR CLASS.—Teacher: "John returned the book. In what case is book?" Dull boy (after long thought): "Book case."

Philanthropist: "I wish to found a great university on this site. Is it desirable?" Expertus (doubtfully): "It will take a lot of grading before football can be played here."

Teacher: "Now, Ernest, what is the meaning of regeneration?" Ernest (quickly): "To be born again." Teacher: "Would you like to be born again, Ernest?" Ernest: "Not much! I might be born a girl."

"The great problem that I have to deal with," said the keeper of the imbecile asylum, "is to find some occupation for the people under my charge." "Why not set them to inventing college yells?" asked the visitor.

COULDN'T KEEP HIM DOWN.—"Did John get that place in the government service?" "No; turned down on spellin' an' g'ography." "Poor fellow! What's he doing now?" "He's a teachin' of a school an' arunnin for superintendent of eddication."

He was rather young to know his letters, but he claimed familiarity with them. "Let me see," said a visitor, desirous of testing his knowledge. "What is the difference between a B and a C, Waldo?" "That ith eethy," he lisped. "A bee ith a inthect and a thee ith full o' water."

A short time ago a gentleman in a Georgia town met a very small "cuffee" carrying a very large armful of books, which brought forth the inquiry: "Going to school?" "Yas, sar, boss." "Do you study all those books?" "No, sar, dey's my brudder's. I'se a ignorance kind er nigger side him, boss. Yer jest ough'er see dat nigger figgerin'. He done gone an' clean cyphered thro' addition, partition, subtraction, distraction, abomination, justification, hallucination, derivation, creation, amputation and adoption. Lemme tell you what's de God's trufe, white man, dat dere brudder er mine has sho' got er double-story head on 'im w'en it comes ter calkilatin'."

# THE NORTH CAROLINA TEACHER.

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No. 5.

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EUGENE G. HARRELL,      -      -      -      -

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Editor.

## A BOY'S PLEA.

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They say that boys make all the noise,  
And that the girls are quiet;  
If girls were boys I know their joys  
Would only be in riot.

I know we oft, when mud is soft,  
Forget to use the door mats;  
We go "all fours," we slam the doors,  
We use our hats like brickbats.

Perhaps we may some sunny day  
Attempt to tease the girls;  
To eat their cake, and faces make,  
Or pull their dangling curls.

But then you know, when we do so,  
It's only just in fun;  
For when we will, we can be still  
As almost anyone.

But let them say whate'er they may  
About our dreadful noise,  
For errands done, some one to run,  
They're glad to find the boys.

—*Selected.*



## STAYING AFTER SCHOOL.

[Do you "keep in" your pupils? If so, why? Has the keeping in ever accomplished what you intended it should? Is it not a punishment of teacher and pupil from which no good can come? If you are a "keeping in" teacher, suppose you read this little sketch and then try some other plan for encouraging your pupils to better work.—EDITOR.]

"What are you keeping them for?" said Miss Wiley to Miss Sprague, to whose room she had come at noon.

"Why, to make up their work, of course," was the reply.

"Wasn't there time in school hours?"

"Time for most of the class, but some of these were idle, and some are dull and slow, so they have to stay."

Here a boy came up with his slate, and Miss Sprague looked over his work.

"All right but this last problem. Look that over and find your mistake."

A girl came with sentences "left over" from her language lesson. Her errors were noted, and she was sent back to her seat.

In the lull, Miss Sprague said, a little sharply, "I don't see how your pupils all get their work done at exactly the same time, so all can be dismissed."

"They don't all do the same work. There is no set, definite amount that must be done in a given lesson. John works hard all the time on one problem, while Henry gets seven or eight done. Henry is so much a head, to be sure, but I'm not going to keep John at noon to finish, and so punish myself and keep him at work more hours than the law allows."

"That must be a nice, easy way to get along, but I can't reconcile it with my conscience," said Miss Sprague tartly.

Miss Wiley felt herself growing tart, too; and, as another

delinquent brought his slate up at that minute, she "took herself off."

Which one was right?

As I am Miss Wiley, of course, I think I am.

Suppose the last lesson of the morning is one in arithmetic. We are in simple interest. I have been at the board for half an hour working with them, "explaining, persuading, expanding;" all have worked with a zeal; they've heard so often about reckoning interest, and now they are really doing it, and "it isn't a bit hard." Then I say, "Open your books at page 203, and you'll find a great many of these problems, and I want you to see how many you can do by yourself before the bell rings."

Then they "buckle to," and, before the bell, two or three have them done, and some are still staggering among the first easy ones. The bell rings; I praise their diligent work and tell them how easy it will soon seem to them all, as they clear and put away their slates. They all go into the hall together, happy and content.

Some days when the work is not so new and fascinating, I have to urge lazy or flagging ones, and often assist dull and stupid ones. But when school is out I want to be too; and I want no one to stay unless he stays of his own free will, to ask assistance.

If a test or a competition is not finished at bell time, all stay as a matter of course until they have finished. But we try to begin in time, and those who are through first take little books from our library, to read until the bell rings.

Miss Sprague puts in a half hour's more work in a day than I do; the same children are there at noon and in the afternoon, languidly or sullenly "finishing up their work;" they expect nothing else; they will be the failures of the class in spite of her, and she might better save her own strength.

Miss Sprague lately admitted that "she didn't know but that I was right after all."—*Missouri Teacher*.



[FOR THE NORTH CAROLINA TEACHER.]

THE WHARTON SCHOOL OF FINANCE AND  
ECONOMY.

BY T. M. P.

Prior to 1861 the University of Pennsylvania had much popularity in the South. The attendance of students from the Carolinas alone was twenty-nine hundred and twenty-nine, chiefly attracted probably by its justly celebrated Medical School.

In 1881 was projected a new department of the University, known as The Wharton School of Finance and Economy. "To provide for young men special means of training and of accurate instruction in the knowledge and in the arts of modern finance and economy, both public and private, in order that, being well informed and free from delusions upon these important subjects, they may either serve the community skilfully as well as faithfully in offices of trust, or, remaining in private life, may prudently manage their own affairs, and aid in maintaining sound financial morality—in short, to establish means for imparting a liberal education in all matters concerning finance and economy." Its founder is Mr. Joseph Wharton, a wealthy and cultured Philadelphia manufacturer, who is interested in public affairs.

In 1865 the Legislature of South Carolina provided for the University of South Carolina "a School of History, Political Philosophy and Economy," probably the first provision for a school of this kind in this country.

The Wharton School, however, created at a time when the public mind was being turned to the consideration of economic questions, and amply endowed with funds, has experienced gratifying success from the beginning. As indicating the ripeness of the times for such an enterprise, and the trend of public interest, it is worthy of note that the establishment of the Schools of Political and Social

Science of Columbia College and the University of Michigan were almost cotemporaneous with the creation of The Wharton School.

We have not space to even outline the work of this school, but some idea of its character may be obtained from a few extracts from its sketch of instruction.

"The general tendency of instruction should be such as to inculcate and impress upon the students:

(a) The immorality and practical inexpediency of seeking to acquire wealth by winning it from another rather than by earning it through some sort of service to one's fellowmen.

(b) The necessity of system and accuracy in accounts, of thoroughness in whatever is undertaken, and of strict fidelity in trusts.

(c) Caution in contracting private debt, directly or by indorsement, and in incurring obligation of any kind; punctuality in payment of debt and in performance of engagements. Abhorrence of repudiation of debt or inconsiderate incurring of public debts.

(d) The deep comfort and healthfulness of pecuniary independence, whether the scale of affairs be small or great. \* \* \*

(e) The necessity of rigorously punishing by legal penalties and by social exclusion those persons who commit frauds, betray trusts, or steal public funds, directly or indirectly." \* \* \*

A paper on this school, from which we have here drawn freely, forms Chapter XII of "Benjamin Franklin and the University of Pennsylvania," a recent publication of the United States Bureau of Education. The closing paragraph epitomizes the scope of the school as follows:

"The Wharton School of Finance and Economy is at once a centre for the study of political economy, and a college of practical affairs, offering courses suitable to those young men looking forward to a business career (whether



in merchandising, banking, insurance, or transportation), to journalism, the public service, teaching economics and politics in our schools and colleges, or to the study and practice of the law, and in all these departments it has now representatives and illustrations of the value of its curriculum."

An able Faculty presides over this school, and without detracting at all from the merits of other members, we may in particular mention Prof. Edmund J. James, Editor of the "Political Economy and Public Law Series" of the University of Pennsylvania publications, and of "The Annals of the American Academy of Political and Social Science"; and Prof. Simon N. Patten, a prolific writer on matters relating to political economy, as occupying an eminent position among those who are creating and directing American opinion along economic lines. Allusion has already been made to the "Political Economy and Public Law Series" of publications. They are chiefly by professors in this school. Of the number, there lies before us: "The Anti-Rent Agitation in the State of New York, 1839-1846," Prof. Edward P. Cheney; "The Consumption of Wealth," Prof. Simon N. Patten; "The Federal Constitution of Switzerland," translated by Prof. Edmund J. James; "The German Bundesrath," Dr. Jas. Harvey Robinson; "The Theory of Dynamic Economics," Professor Patten; "The Referendum in America," Dr. Ellis Paxson Oberholtzer. Of the "Wharton School Studies in Politics and Economy," the work of its Senior Class, we have "The Recent Development of American Industries," by the Class of '91; "City Government of Philadelphia," by the Class of '93.

The time is at hand when it may be gravely asked if it is not the duty of the colleges and University of North Carolina to bestow greater attention upon economic subjects, and whether studies along these lines, of an elementary grade, might not be prosecuted with much advantage in our public schools and academies.

## THE KING OF METALS.

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BY MRS. S. E. KENDALL.

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I was recently asked the question, "What is the most valuable metal?" the questioner evidently having in mind gold, silver, or even platinum, as being usually called the most precious metal. These we might dispense with because they minister principally to luxury, but iron is said to be worth more to the world than all other metals combined. It is called the symbol of civilization, because in its adaptations it has kept pace with scientific discoveries, and its worth, therefore, can be estimated only by the progress of age. This metal is as well fitted for the manufacture of a screw so small that it can be seen only with a microscope, as it is for the largest engine.

I found a bit of verse the other day, which in a few words, tells many of the uses to which iron is put:

"Iron vessels cross the ocean;  
Iron engines give them motion;  
Iron needles northward veering;  
Iron tillers vessels steering;  
Iron pipe our gas delivers;  
Iron bridges span our rivers;  
Iron pens are used for writing;  
Iron inks our thoughts inditing;  
Iron stoves for cooking victuals;  
Iron oven, pots, and kettles;  
Iron horses draw our loads;  
Iron rails compose our roads;  
Iron anchors hold in sands;  
Iron bolts, and rods, and bands;  
Iron houses, iron walls;  
Iron cannon, iron balls;



Iron axes, knives, and chains;  
Iron augers, saws, and planes;  
Iron globules in our blood;  
Iron particles in our food;  
Iron lightning rods on spires;  
Iron telegraphic wires;  
Iron hammers, nails, and screws;  
Iron everything we use."

Iron is necessary even to life and health. If by reason of disease our bodies lack the requisite amount, the physician prepares a nauseous potion of chloride of iron and bids us take it. There is said to be "only about one hundred grains of iron—about enough to make a tenpenny nail—in the blood of a full-grown person, and yet it gives life and energy to the system."

Iron is seldom found pure, and the smelting of its ores and the preparation of the metal for use seem to the uninitiated a wonderful process. The tall stone blast-furnace lined with fire-brick could tell some interesting stories of what carbon is able to do in helping to release this useful metal from its rock prison.

When iron came into universal use, old prophecies were verified, and that which seemed but the vagary of an unsound mind, became an established fact. If by an electric storm a wire becomes disabled and an important message is delayed, it is a matter for a world's comment. We owe our civilization in a great measure to this most valuable of metals. The farmer of to-day would hardly be willing to use the wooden plow of the ancients, or he who has traveled on the railroad flyers, to go back to the slow-coach days of his ancestors.

Iron then, is king. However valuable other metals may be, they cannot even be mined without the use of this friend of mankind.

NOT A WISE PLAN.

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Teachers sometimes seek assistance from their older pupils, detailing them for work in the lower grades. While this may not always be objectionable, it is a doubtful course to pursue and should not be practiced.

It may seem very nice and interesting both for teacher, pupil, and those placed under her charge for a time, but if continued, a lack of interest is sure to follow on the part of these smaller pupils, for as a rule children will not continue to do their best for those who have no authority over them.

Complaints are sure to come from parents, and while it may seem a pleasure to the older pupil to do this work at first, she will certainly tire of it and will, of necessity, be deprived of time that should be given to study. Besides, such a course will create a degree of inequality among the pupils that should never exist.—*Exchange*.

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DULL DAYS.

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Once in a while a day will come when you will go into the school-room in the morning with a dull, tired feeling, that makes the very thought of work disagreeable. You wonder how you are going to drag through the day. Now what is to be done? We answer, go to work. Rouse yourself up and go to work. It may require a supreme effort; but make the effort and conquer the flesh by force of will.

Begin with a pleasant voice and countenance the work which you had planned, and in a marvelous short time the enthusiasm you inspire in the class will react on yourself, you will forget everything in the interest of work, and the day will slip away almost before you are aware. You may not think so, but just try it. Sublime is the dominion of mind over body; and work is a panacea the value of which is not generally remembered.



Now, if on the other hand, when you feel out of sorts, you allow the feeling to have dominion over you, you will act so that the class will soon be out of sorts too, and a dismal day will be passed by all concerned. It is an excellent thing for such days that the work be mapped out before, and you know, without any thinking, just what you are going to do, for in some states of the nervous system it is easier to work than to think.

There is one kind of physical weariness which needs nothing so much as a smart two-mile walk, while another kind requires rest. Now, if your mental or physical inertia of the morning be at all of the latter sort, as soon as the school is dismissed seek the lounge, or easy-chair, or grassy bank, and rest as nature prompts.—*The Educational Review*.

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The *Educational Review* for January makes no mistake when it talks this way:

"The annual football craze has come and gone, and the effect has been distinctly to lower the college in the public estimation. It is perfectly possible to recognize this fact without taking any extreme view as to the game itself. The football demoralization has extended from the college to the preparatory school.

"The head of an important academy recently said that because of football it was impossible to get any satisfactory work out of his boys until after Thanksgiving. This, it will be observed, shortens the school year by more than 25 per cent.

"But whether reformed or not, the college Faculties, now reposing in cowardly security, must either assert themselves and subordinate athletic contests to education, or else lose any little prestige and influence that the events of 1892, 1893 and 1894 have left them. The last thing for them to do is to spring to the defence of the brute who makes a public exhibition of his brutality."

[FOR THE NORTH CAROLINA TEACHER.]

## WORK FOR BEGINNERS.

BY FRANK E. KING, CHAMPAIGN, ILLINOIS.

If it may be made to appear that the work for and with those who are just beginning their school education is important, then it will follow that no little degree of responsibility is upon the teacher for the kind and amount of preparation he or she makes or has made for this work. Let us consider.

The farmer knows that there is a time in the growth of his cotton or his corn when proper care almost makes the crop; and neglect or poor work at this time cannot be atoned for later. The stock-raiser understands that the well-fed calf or colt makes the better animal when grown. The minister of the gospel is coming to realize that one stunted spiritually at this important period is likely to remain a spiritual dwarf, so to speak, all his life. And the teacher who observes knows that there is a similar period in the development of those committed to his care.

However, there is a disparity of opinion concerning the time when the pupil rightfully claims the greatest care. Many teachers, especially in country schools, seem to think that the student who is in school for his last year, perhaps, merits the lion's share of assistance; while others are sure that the important period in the child's education comes in the earlier years of school life, corresponding to the like period in the growth of the calf and the cotton.

Here are some facts which bear upon this question. They are gathered from the report of the State Superintendent of Public Instruction in one of the leading educational States: "Of the children who enter the public schools, less than one-twentieth remain long enough to pass a creditable examination for a second-grade teacher's certifi-



cate; only one-sixth enter the high school; less than three-tenths attend at all beyond the age of eleven; only two-fifths on an average remain longer than three years."

The public schools are free to all for about fifteen years. Seven-tenths of the pupils attend only the first one-third of the time, and six-sevenths of these only the first one-fifth, or three years. If we divide the fifteen years into four equal terms corresponding to the primary, the intermediate, the grammar school, and the high school grades, and apportion the teachers according to the number of pupils, nearly two-thirds of us must be primary teachers. Nearly two-thirds of the "schooling" is received before the child has reached the age of ten. Nearly two-thirds of the teacher's opportunity to assist him has slipped past.

Now, add to the number of primary teachers those of us who, by teaching in ungraded schools, must teach all grades, including the primary, will not the proportion of those who must do primary work be to those who need not nearly as three to one? And shall we not conclude that by far the greatest part of our work *must* be done with *the beginners*? Yet how few esteem the work with children of sufficient import to demand special preparation for that work! How few know anything about child-study, principles of pedagogy, "Best Methods of Eminent Teachers," or any other methods except such as they have copied from some former teacher, who knows no more about the work of *teaching* than do the children he attempts to teach. May not this so-called teaching be responsible for driving so many away from school so young? What do *you* think? Have you conscientiously prepared for your work? Or are you helping to make school unattractive?

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THE HOPE of our country public schools for longer terms is in the privilege of local taxation. The Legislature will let every township in the State vote on this question at the next election.

[FOR THE NORTH CAROLINA TEACHER.]

## REFORM SPELLING.

BY WALTER GARDNER, GARDNERVILLE, N. C.

That a perfect system of spelling should have a number of letters in its alphabet equal to the number of elementary sounds in all the words which are capable of being spoken by ordinary persons, that each letter should always represent the same sound, and that each sound should always be represented by the same letter are principles which I as firmly believe in as I believe that each figure should always represent the same number, and that each number less than ten should always be represented by the same figure.

Our alphabet is imperfect in at least these three ways:

1. It has fewer letters than there are elementary sounds.
2. Some letters represent more than one sound.
3. Several letters sometimes represent the same sound.

Besides the imperfections of our alphabet, there are many other irregularities in our spelling. In some words we have silent letters, in support of the use of which no reasonable argument can be made. Some words having silent letters in them are "knife" and "gnat"; and I would like to know what is the use of having the "k" and the "g" in these words. There are thousands of other words having silent letters in them. And it puts that much more work on the pupil in learning to spell; and it puts that much more work on the writer or the printer in writing or printing.

Another irregularity about our spelling is the use of double consonants. In the words mill, bill, hill, etc., it seems to me that one "l" would do unless we were going to have double letters at the end of all words. Then we could spell the words cat, hat, rat, etc., catt, hatt and ratt. Honey and funny rhyme with each other, but not only having different vocals one has two "n's" while the other



has only one. It seems to me that both should have the same number of "n's"; and it also seems to me that one "n" would fill the bill.

There being some letters which represent several different sounds, the sound which a letter represents is indicated by diacritical marks placed over or under the letter. I suppose that most, if not all, the readers of THE NORTH CAROLINA TEACHER are familiar with the key to the pronunciation of words in Webster's Dictionary. Now I think that an alphabet having fewer letters than there are elementary sounds, which necessarily makes it the duty of some letters to represent more than one sound, and forcing upon us the diacritical marks, is an anomaly.

It would seem very absurd to say that short 2 should represent two things, and that long 2 should represent five things; or to say that circumflex 7 should represent two things, and that wave 3 should represent five things. I have no fear of meeting with any contradiction in saying that if we had such a system of notation that all thinking people would desire a change for the better. Yet, equal absurdities are tolerated in spelling.

It may be thought that spelling reform has advocates only among the ignorant class of people; but it is probable that persons having such opinions may be mistaken.

There are two great organizations in the United States existing to reform our spelling. They are The American Philological Association and The Spelling Reform Association. Among the membership of these Associations we can find the names of some of the most distinguished scholars on this side of the Atlantic: Prof. Francis A. March, of LaFayette College, Easton, Pa.; Hon. W. T. Harris, United States Commissioner of Education; Prof. J. Franklin Davis, Guilford College, N. C., and hundreds of others whose names would be too tedious to mention. These Associations have adopted what is known as the Standard Scientific

Alphabet. Each word in the Standard Dictionary, published by Funk and Wagnalls, of New York, is re-spelt with this alphabet. This alphabet consists of forty-four characters, some of which is a combination of two of our Roman letters, as ch, sh, etc. In such cases the ch, sh or th is considered as one letter. A great many of the letters in the Roman and in the Standard Scientific Alphabet are the same and represent the same sound; "b" in both the Roman and in the Standard Scientific represents the same sound.

In the Standard Scientific Alphabet each letter or character always represents the same sound, making the use of diacritics unnecessary. But, though the preparers and promulgators of that alphabet, doubtlessly, intended that each sound should always be represented by the same letter or character, in my humble opinion they missed it by a little. And I also think they made more characters than there are elementary sounds.

While the preparers of the Standard Scientific Alphabet appear to believe that there are 44 elementary sounds, by their making 44 characters, I believe there are only 38. And now I will tell what I think they are.

I agree with them exactly as to consonants. They believe there are 24 consonants, and so do I. But they believe there are 20 vocal sounds, while I believe in only 14. The elementary consonant sounds are represented in the Roman alphabet by p and b, t and d, ch and j, k and g, f and v, th sharp and th flat, s and z, sh and zh (which pair with one another), and h, y, w, m, n, l, r and ng, making 24 in all. Some perhaps think that wh is an elementary sound, but I think it is a combination of h and w.

In my opinion there are 14 elementary vocal sounds—and they never combine with each other as consonants do, so there are no composite vocal sounds.

In Webster's Dictionary, long "a" and "e" having a



bar under it represent the same sound; long "e" and "i" having two dots over it represent the same sound; long "i" and long "y" represent the same sound; long "o" represents a sound which no other letter represents; "u" having two dots under it, "o" having two dots under it and long "oo" represent the same sound; short "a" circumflex "a" and circumflex "e" represent the same sound; short "e" represents a sound; short "i" and short "y" represent the same sound; short "o", "a" having two dots over it and "a" having one dot under it represent the same sound; short "u," wave "e," wave "i," circumflex "u" and "o" having one dot over it represent the same sound; "a" having one dot over it in glass, dance, etc., represents a sound; "a" having two dots under it and circumflex "o" represent the same sound; short "oo," "o" having one dot under it and "u" having one dot under it represent the same sound; and "ou" and "ow" unmarked represent the same sound.

It will be noticed that I have left out long "u" and "oi" and "oy" unmarked, in my enumeration of elementary vocal sounds. My reasons for so doing are, that I think long "u" is a combination of the consonant "y" and the vocal sound represented by long "oo" "u" having two dots under it etc.; and that I think that "oi" or "oy" unmarked consists of two syllables, which are "a" having two dots under it and short "i," the first being accented.

It seems to me that it is as unreasonable to annex the sound of "y" to "u" having two dots under it as it would be to name our other vowels ya, ye, yi, and yo. I suppose that everybody knows what y-u-l-e spells. If we annex "m" to yule we will have the word which is now spelled m-u-l-e. Reasoning along this line, I contend that the proper way to spell mule is m-y-u-l-e. I think that the "u" in all words having long "u" in them should be preceded by "y," and that the name of "u" should be changed to "ōō"

My opinions thus given as to the number and what are the elementary vocal sounds may be disputed by some people, but I challenge any person to utter more than 14 vowel sounds, and I think that most any person having the ordinary gifts of speech can speak 14. If anybody will put down on a slate or piece of paper any consonant, say "b," then, write just ahead of it and rub out successively, all the pure vocal sounds that he can think of so as to vary his words to be "ba," "be," "bi," etc. He will find the number of variations to be 14. Or anyone may put the different vowels before the consonant; or between two consonants. This will convince anyone as to how many and what are the vocal sounds better than anything else.

As to what should be the 38 letters in a perfect alphabet, it seems to me that they should be characters which could be most easily made with a pen or pencil. But there is another way of making them which would be more likely to meet with popular approbation. I mean to use our old Roman or Italic letters as far as they will go, and supply the deficiency by making new characters by combining old letters and call the combination one letter.

My plan is to let b, d, f, hard g, h, j, hard c, l, m, n, p, r, s unmarked, t, v, w, y, z, ch, sh, and ng represent the sounds they now represent; let zh represent the sound of s in azure; let th represent the sharp sound of th; and let dh represent the flat sound of th, as far as the consonants are concerned.

And let a, e, i, o and u represent the short sounds which they now represent, and let their long sounds be represented by placing an "e" right after the letter to be made long. Thus, spell made m-a-e-d. This would be a very slight change, and the good of it would be seen in words of more than one syllable. Let "aa" represent the sound of "a" having one dot over it, in glass, grass, dance, etc. Let "au" represent the sound of "a" having two dots under



it. Let "oo" represent the sound of short "oo." Let "ou" represent the sound which it now represents.

In unaccented syllables let the vowel always be "u" or "i." Let "i" be the vowel in the last syllable of city, and let "u" be the vowel in the last syllable of hunter.

If we wish for the spelling to reach the maximum of simplicity we must let each sound always be represented by the same character. When I say character I mean any letter or combination of letters which I have suggested as representatives of elementary sounds. We must also let each character always represent the same sound. All this can be done with the alphabet of characters which I have suggested.

As all reforms that have ever been suggested have met with more or less opposition, I do not look for this reform to be exempt from like opposition.

One of the objections which will likely be advanced against any change of spelling will be that people who have already learned to spell will have to learn spelling all over. But it seems to me that they ought to be willing to do that, for I believe that any person who can now spell fairly well and who knows the key in any dictionary can learn the new spelling thoroughly in from one week to one month; and that it is not too much to hope for, when I believe that any child of average intelligence could so thoroughly master the new spelling in three months by thorough application to his studies that he could spell any word inside of Webster's International Dictionary, or correctly pronounce any word written with the new spelling, even if it was the first time that he ever saw or heard the word. And it does seem to me, for these reasons alone, that all people should prefer this new spelling to our present spelling, a spelling of which I undertake to affirm without fear of successful contradiction that it is the task of a lifetime to master, and that not one person in ten thousand possesses a thorough knowledge of.

As the new spelling would spell words of the same pronunciation, but having different meaning, with the same letters, some persons object to it on that account. But I never heard of anyone confusing the meaning of pane and pain when spoken by an orator, although there is no way of distinguishing them except by the words which come before and go after the word having different meanings. And then in reading we sometimes come to the word sound, which has several meanings, but people generally get an idea of its correct meaning by the words which are before and go after it.

Then again, some people are opposed to a change, because a great many words as they are now spelt show from what word or words they are derived, and thus disclose their definition; but it must be borne in mind that people would come as near to be able to define a word after seeing it spelt with the new way as they would by hearing it spoken. And then it may be that if a child could learn the new spelling in three months, that he could learn the definition of words in the time which is the difference between the times of learning the old and new spelling, and not be any loser of knowledge.

Another objection which some people have to the new spelling is that it would render useless all the books now in existence. But those who already know the old spelling can keep right on reading the old books, and learn to read the new ones too, in, as I have already said, a few weeks. And by the time the rising generation comes along to manhood and womanhood the old books will be nearly all worn-out.

The plan which I have thus suggested is not a very radical one, like it would be to do away with all of our old letters, thus necessitating the learning of a new alphabet and destruction of all old types and the cutting of new ones. It may be that sometime there will be an alphabet



adopted and brought into use consisting of as many letters as there are elementary sounds, and which will be much easier made with pen or pencil than the letters now in use. But the plan outlined above possesses all the advantages of any plan that can be gotten up in every respect but that one of occupying some more space and in making writing a little harder.

After getting used to any erroneous way, some people had rather keep on with it than to put themselves to a little trouble to change, but I believe that most of Americans after getting convinced of the good of a change are willing to have it, so the future will be easier for themselves and for future generations. When the Americans found out that it was bothersome to them to be ruled by a foreign king they put themselves to the trouble of having a seven-years' war, in order that in the future their governmental affairs might go on as they wanted it to. And when the people of Europe found out that the Arabic notation was so much more convenient than the Roman, they abandoned it in making arithmetical calculations and in writing large numbers with it. And I hope that before many years books and newspapers all over the land will be using the reformed spelling.

Those desiring further information on this subject may obtain it by writing to the U. S. Bureau of Education, Washington, D. C., for a pamphlet entitled the "Spelling Reform," written by Prof. F. A. March, and published by the Government, which will be sent free to all applicants.

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THE SUBJECT of reform spelling seems to be interesting a large number of the literary people of our country. The programme of the coming session of the Teachers' Assembly will include a discussion of this subject by the ablest teachers of our State.

## IN THE SCHOOL-ROOM.

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"DON'T."

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NIXON WATERMAN.

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I might have just the mostest fun  
If 'twasn't for a word  
I think the very worstest one  
'At ever I have heard.  
I wish 'at it'd go away,  
But I'm afraid it won't;  
I s'pose 'at it'll always stay—  
That awful word of "don't."

It's "don't you make a bit of noise,"  
And "don't go out-of-door,"  
And "don't you spread your stock of toys  
About the parlor floor";  
And "don't you dare play in the dust";  
And "don't you tease the cat";  
And "don't you get your clothing mussed";  
And "don't" do this and that.

It seems to me I've never found  
A thing I'd like to do  
But what there's someone close around  
'At's got a "don't" or two.  
And Sunday—'at's the day 'at "don't,"  
Is worst of all the seven.  
Oh, goodness! but I hope there won't  
Be any "dонт's" in Heaven.

—*Harper's Young People.*



## THE PRAYER OF THE DYING NESTLINGS.

BY E. MURRAY, MILTON, MASS.

[Teacher, read this touching little poem to every child in your school, and then carefully impress upon them the lesson of kindness to animals.—EDITOR.]

*Maker*, look on *Thy* birds!  
*Are we indeed Thine own?*  
Hear Thou our bitter moan,  
Hear Thou our cry,  
Look on each shivering form,  
No mother's pinion warm  
To us is nigh.

*Máker*, look on *Thy* birds!  
Pity *Thy* dying birds,  
Hear us, who have no words,  
Only a moan,  
Starving within our nest,  
Missing our mother's breast,  
Hear Thou *Thine own*.

*Maker*, look on *Thy* birds!  
Didst Thou not notice well  
When our fond parents fell,  
Pierced, on the sod?  
Yea, *Thy* fierce hunting men  
Showed us no mercy then—  
*Judge them, Oh God!*

*Maker*, look on *Thy* birds!  
Let our slow agony  
Reach, with its bitter cry,  
Up to *Thy* height.  
*Father-heart*, ache for us,  
*Father-love*, give to us  
Death's sleep to-night.

THE STUDENT WHO WINS.

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Is a plodder.

Has high ideals.

Is always on time.

Is frank and manly.

Does not know it all.

Takes plenty of sleep.

Lays broad foundations.

Is thoroughly in earnest.

Is loyal to his instructors.

Believes in the golden rule.

Does his level best every day.

Is not in too much of a hurry.

Plans his work and works his plan.

Takes a due measure of physical exercise.

Is willing to have his weak spots pointed out.

Is patient in the presence of the greatest difficulties.

Does not allow his mind to be filled with athletic nonsense.

Does not tramp over the country with football or baseball or any other kind of "team."

Does not attend balls or other amusements with late hours during school workdays.

Keeps his friendly correspondence limited to one or two persons whose letters will be more of a help to him than a hindrance.

Does not allow social life to encroach upon study hours.

Is the staunch friend of every fellow who is having an uphill fight.

Has definite aims, and works steadily toward their attainment.—*Epworth Herald*.

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KEEP YOUR schoolroom warm, but well ventilated, these wintry days.



## EVERYTHING HAS ITS USE.

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Did you ever watch a wasp flying near the ceiling of a country kitchen? You might think it a useless insect and ought to be killed before it has a chance to sting anyone.

A little more watching will show you that you are wrong. Wasps will help rid the place of flies. They sting the flies insensible, carry them off to their cells and either eat them or deposit them for their young to feed on.

Out of doors wasps kill the flies that injure fruit trees by laying eggs in the buds and causing ugly excrescences on the trees or worms in the fruit. In this way one thing fits into another, so that if you kill a wasp at one time of the year you may find worms in your apples at another.

Everything has a use if you only look for it. Toads keep insects off of garden plants, and snails act as scavengers in water. When they are put in an aquarium they not only clear the water of all decaying stuff, but they keep the glass clean by crawling over it.

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## PRACTICE WORK FOR OLDER PUPILS.

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1. Write a ten-word telegraphic message.
2. Write a message of ten words making three statements.
3. Write a promissory note.
4. Write a statement of a customer's account, and in a note upon it request him to call and settle.
5. Write a duplicate bill of goods included in your previous statement to this customer who failed to pay promptly, and in a note upon it urge its immediate payment.
6. Write an order to a dealer in agricultural implements for three special parts of some machine you wish to repair.

7. Write a circular advertising your business (choose that of a grocer, dry goods merchants, coal dealer, clothier, hatter or bookseller)
  8. Write an advertisement for a house you have to rent; advertisement to occupy one inch, single column, in your county paper.
  9. Write five news "locals" for your county paper, each to occupy not more than five printed lines.
  10. Write a notice, for publication, of your church festival.
  11. Write an application for a situation as clerk in a mercantile house.
  12. Write both favorable and unfavorable replies to this application.
  13. Write a receipt for house rent and a check for the amount.
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### THE MISUSE OF SOME ADJECTIVES.

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The word "nice" is frequently misused and taken from its significance of neat, delicate, dainty, to stand for agreeable, charming, or virtuous.

Thus, a girl was talking to another of that decidedly objectionable member of society, a burglar, and, alluding to one in particular, a man undergoing a sentence of imprisonment, said, with emphasis: "I don't think he was a nice young man." A "nice" girl, by the way, often does duty in describing a young woman who, whatever else she may be, is more than nice if she is gentle, good, winsome, and well-bred, and whose niceness ought to be taken for granted.

"Lovely," in the same way, is applied equally to a favorite pudding or a beloved relative. "First-rate" serves as a qualifying adjective when scenery, fruit, clothes, a pleasant time, or—O, worst and saddest of misnomers!—the natural appearance of a corpse are the topics which the speaker has in mind.—*Harper's Bazaar*.



A SERMON IN RHYME.

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If you have a friend worth loving,  
Love him—yes, and let him know  
That you love him e'er life's evening  
Tinge his brow with sunset glow.  
Why should good words ne'er be said  
Of a friend, till he is dead?

If you hear a song that thrills you,  
Sung by any child of song,  
Praise it—do not let the singer  
Wait deserved praises long.  
Why should one who thrills your heart  
Lack 'the joy you may impart?

If you hear a prayer that moves you  
By its humble, pleading tone,  
Join it—do not let the seeker  
Bow before his God alone.  
Why should not your brother share  
The strength of two or three in prayer?

If you see the hot tears falling,  
Falling from a brother's eyes,  
Share them—and thus by the sharing  
Own your kinship with the skies.  
Why should anyone be glad  
When a brother's heart is sad?

If a silvery laugh is rippling  
Through the sunshine on his face,  
Share it—'tis the wise man's saying,  
For both grief and joy a place.  
There's health and goodness in the mirth  
In which an honest laugh has birth.

If your work is made more easy  
By a friendly, helping hand,  
Say so—speak out brave and truly  
Ere the darkness veil the land.  
Should a brother workman dear  
Falter for a word of cheer?

Scatter thus your seeds of kindness,  
All enriching as you go;  
Leave them; trust the Harvest Giver,  
He will make each seed to grow.  
So until life's happy end,  
You shall never lack a friend. —*Selected.*

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### WHERE DO OUR BIRDS WINTER?

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*The robin* in winter is sometimes seen in the latitude of St. Louis. He goes southward as far as into Eastern Mexico.

Sometimes *the meadow-lark* may be seen in Northern Illinois during cold weather, but he is very plentiful then in the Southern States. Long before severe frosts come, the orioles and bobolinks hie them South, and do not return until grass and leaves are expanding. *Blackbirds* also throng the Southern States, and some of them go as far as the table-lands of Mexico.

Of that numerous family, the warblers, *the black-throated blue warbler* winters in Florida, while *the yellow-throat* and *the palm warbler* have been found to winter in Southern Illinois.

*The cat-bird* goes as far South as Panama and Cuba, and *the mocking-bird* stays largely in the Southern States, although it sometimes goes to the Antilles and the Bahamas during the winter.



*The swallows* are to be found in Florida, and *the purple martens* in Mexico; *the ruby-throat* flies among the orange groves of Florida, while *the whip-poor-will* may be found as far southward as Guatemala.

*The thrashers* and *the wrens* do not go so far South as some other birds. *The wood thrush* winters in Guatemala, *the hermit thrush* along the Gulf coast, and *the cuckoo* passes to the highlands of Mexico.

*The rose-breasted grosbeak* visits Cuba, *the indigo bunting* reaches Southern Mexico, *the golden plover* flies as far as Patagonia, while *the upland plover* makes itself at home in Brazil or Peru.

The more brilliant the plumage of a bird the farther South it migrates, and even those birds which are the most resident—like *the jay*, the *grouse*, and the *quail*—move in winter to a milder climate.—*Golden Days*.

#### ADAM'S FIRST WIFE.

Whether Lilith was one of the female creation of Chapter I., or a demon, or something between the two, she was, considered, matrimonially, a complete failure. She was expelled after living with Adam for 130 years, and subsequently became the wife of Satan, by whom she was the mother of Jinus, so familiar in Persian fairy lore.

The emphatic remark of Adam when he first saw Eve, "This is now bone of my bones, flesh of my flesh," makes, it is suggested, a comparison between Eve and the beautiful but fiendlike Lilith, not complimentary to the latter, while the reference, on the birth of Seth, to him as Adam's son "in his own likeness, after his image" conveys a painful hint of the uncanny offspring born to Adam and Lilith.

Perhaps in revenge for this, Lilith—the name occurs translated "night monster" in Isaiah xxxiv.—became the sworn foe of little children, whom she was wont to strangle

with one of her glorious golden hairs, unless the watchfulness of their mothers drove her away. It has, indeed, been gravely suggested by an etymologist greatly daring that our lullaby is simply a corruption of "Lilla abi," Lilith, avaunt! which mothers and nurses would croon over the cradles or write on the doorpost.

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### LETTERS FROM OUR YOUNG FOLKS.

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The mail bag brings another real treat this month to readers of THE TEACHER. What a pleasure it is to have so nice a chat with our young people in these very interesting letters! We almost feel as if we know, personally, each writer, and we are proud of the acquaintance. We learn many valuable things about the schools in these letters from pupils in the schools, and specially interesting is the little glimpse which they give us into the home life of our boys and girls who live away from the cities and towns. These letters are well and carefully written, and would do credit to much older people, and we congratulate our young friends Lilian, Fritz, Sam, James, Kinna, Jessie, Smith, and Sallie.

We have only two suggestions to make to our young correspondents, and they will apply to all letters, whether to strangers or friends: Do not abbreviate words, as "y'r" for "year," "yrs" for "yours," "mo." for "month," "N. & W." for "Norfolk and Western," "R. R." for "Railroad." Take plenty of time and write every word in full. Do not sign your name with any kind of a "flourish," but write it very carefully and *very* plainly so that a stranger can make no mistake in the name. A signature may be clear to the writer, but it is often an "unknown tongue" to other people. The plainest written part of a letter should be the name of the writer, because we may easily



guess at other words from the context, but we should not be expected to guess at the signature. If your christian name is an uncommon one state in your letter whether you are a boy or girl, for such names as "Willie," "Randolph," "Paxton" and "Kinna" are given to either boys or girls. We thank our young friends most sincerely for their excellent letters which we have truly enjoyed, and we are sure that readers of *THE TEACHER* will also enjoy them as we have.

BRINKLEYVILLE, N. C., Jan. 18th, 1895.

*Mr. E. G. Harrell, Editor N. C. Teacher, Raleigh, N. C.*

DEAR SIR—My teacher, Miss Pattie Johnston, requested me to write to you, as you wished to have letters from all the different public schools in the State. We have a very pleasant schoolroom, comfortably furnished. We are only five in family, papa, mamma, and one brother, just thirteen years old, and a little sister nearly 7. We three go to school, and we love our teacher dearly, for she is very kind to us all. My papa is a good farmer. He raises cotton, corn, tobacco and a large quantity of potatoes. I am nine years old. I study grammar, arithmetic, geography, history, reading, writing and spelling.

With many good wishes

Yours respectfully,

LILIAN SHEARIN.

BRINKLEYVILLE, N. C., Jan. 18th, 1895.

*Mr. E. G. Harrell, Editor N. C. Teacher, Raleigh, N. C.*

DEAR SIR—My teacher says you wish to receive letters from the school-boys and girls in thd State, and she asked me to write from our school in Halifax County. I am glad to comply with her request. My father, Mr. A. E. Johnson, is a farmer. We number seven in family—father, mother, two brothers and a dear old grandmother. We three boys work in the fields. We help plant cotton, corn, peas and potatoes, etc. When harvest time comes we help to gather in the crops. I began school at six years of age and am now fourteen. I study Sanford's arithmetic and algebra, grammar, Maury's geography, history of the United States, reading, writing and spelling. Next week we begin a second course in Physiology and Hygiene. There are seventeen pupils in our school, and the schoolhouse is a very comfortable building, with plenty of nice wood to keep bright fires. Miss Pattie Johnston is my teacher. She often reads to us from interesting books, and frequently she makes us read articles in the papers and magazines aloud to her.

With best wishes I am

Respectfully,

FRITZ JOHNSON.

STONEVILLE, N. C., Jan. 19, 1895.

*Mr. E. G. Harrell, Editor N. C. Teacher, Raleigh, N. C.*

DEAR SIR—I will try to write you a letter to let you hear from our school. Miss Annie L. Smith is our teacher. We have a very large school. There are about ninety enrolled. I study geography, grammar, history, spelling and arithmetic. We have a nice school building, well provided with blackboards and handsome desks. Our building has two rooms. Miss Annie King is our assistant teacher. The County Superintendent visited our school this week. His name is Mr. E. P. Ellington. My father was Superintendent of Public Instruction for ten years, but he resigned, and is now in the mercantile business. The school will continue about five weeks longer, making the term nearly four months. Stoneville is a pretty little village, with sandy soil, and is very healthful. It is situated in the Piedmont section of the State, on the Norfolk and Western Railroad. There are five stores here, also one warehouse, one livery-stable, and two tobacco factories. And one church.

Wishing you a happy New Year

Yours truly,

SAM B. SMITH.

STONEVILLE, N. C., Jan. 18, 1895.

*Mr. Eugene G. Harrell, Editor N. C. Teacher, Raleigh, N. C.*

DEAR SIR—My school-teacher, Miss Annie L. Smith, said that you would be glad to have a letter from every school in the State, and I have decided to do my best for you. We are eight in family, two of which are dead and gone to rest, my mother and youngest brother. My father is a minister of the Christian Church and preaches every Sunday in the month when the weather is agreeable. I am the oldest of six children. We live in a small village, a beautiful situation for a town, and the Norfolk and Western Railroad runs through it.

The only brother I have living, and myself, run a small farm just beyond our town. We have two tobacco factories, one livery-stable, five stores and one warehouse. Our school building is very comfortably arranged. We have nice desks, and we appreciate what the county has done for us.

My studies are spelling, reading, geography, arithmetic, grammar and writing.

I remain yours truly.

JAMES H. GLENN.

STONEVILLE, N. C., Jan. 21, 1895.

*Mr. E. G. Harrell, Editor N. C. Teacher, Raleigh, N. C.*

DEAR SIR—My teacher, Miss Annie L. Smith, said that you would like to have a letter from every school in the State, so I concluded to write. We have a school with about eighty scholars. It is a very nice school I think. We all love to go to school, for our teacher is so kind



and we all love her dearly. I live about two miles from the schoolhouse, and I have nice times going to school. I am always glad to see Monday morning come so I can go to school, for I like my teacher so well that I want to go to school all the time, but our school will be out soon and I will be sorry. When it was out our teacher gave us all a nice time Friday week night before Christmas. We had a nice time singing and saying our gems. There was such a large crowd of people there that we could hardly go from one room to the other when Miss Annie would call us. Miss Annie played the guitar. I enjoyed myself very much. I will tell about myself. I am sixteen years old, and well grown for my age. I am the tallest one of our family except my brother. I study history, grammar, arithmetic and spelling. The arithmetic is the hardest for me to learn. I love Miss Annie better than any teacher I ever went to, for she is so good and kind.

Yours respectfully,

KINNA LEMONS.

STONEVILLE, N. C., Jan. 21, 1893.

*Mr. E. G. Harrell, Editor N. C. Teacher, Raleigh, N. C.*

DEAR SIR—I will try and write you a letter and tell you about our school. I am going to school to Miss Annie L. Smith, at Stoneville, N. C. We have a large school. We have about eighty scholars. We have a nice schoolhouse. It has a partition through it, and our assistant is Miss Annie King. She is a nice young lady. We all love our teacher. Miss Annie Smith is the best teacher I ever went to school to. She is so kind to us all. Our school will soon be out, and then I will be sorry. We have some beautiful gems and songs every morning. I live two miles from our schoolhouse. I study spelling, grammar, history and arithmetic. It is the hardest book I have to study. I am nineteen, and small for my age. Now I will tell you the kind of business my father follows. He farms. We make large crops of wheat, corn, and tobacco every year. I can do almost any kind of work there is to do on a farm, and any kind of housework. I never went to school much. I am not a very good scholar. I will close my letter to-night.

Yours respectfully,

JESSIE LEMONS.

STONEVILLE, N. C., Jan. 18, 1895.

*Mr. E. G. Harrell, Editor N. C. Teacher, Raleigh, N. C.*

DEAR SIR—Miss Annie L. Smith, my teacher, told the school that you would like to have a letter from every school in the State, and I have decided to write to you. We have a large schoolhouse and it is furnished with nice desks. My father, J. W. Eggleton, is a blacksmith. I work in the shop in the summer and go to school in winter. I like to go to school very much. We have a good teacher and a large school. Our school will last about five weeks longer. Our assistant teacher, Miss Annie King, is a handsome young lady.

I will close. Yours respectfully,

SMITH EGGLETON.

SWANN STATION, N. C., Jan. 21, 1895.

*Mr. E. G. Harrell, Editor N. C. Teacher, Raleigh, N. C.*

DEAR SIR—Our teacher wishes us to write a letter to you. We have been reading what the other children have written in *THE TEACHER*, and I have concluded to write one too. I am going to school to Miss Lizzie Arnold at Swann Station, about a mile from home. I have been going to her for several years. We have a very desolate looking old schoolhouse. It is very pleasant to go here in the summer, but it is awfully cold in the winter, as the house is so open. I like our teacher exceedingly well. I wish I could go to her all my life, she is such a nice cultured lady; she has a practical education. Our school will continue until May, I suppose. I will be real sorry when it is out. I am studying dictionary, speller, arithmetic, grammar, geography, sixth reader, physiology, and writing. We had a nice schoolhouse last year but it is not very good this year. We had all the modern conveniences needed, a nice new chart, etc.; it was more interesting then. Our teacher takes *THE TEACHER*. We are always glad when it comes. I have been through the third arithmetic once and nearly through again. I have never studied Latin yet but I will soon begin it. I shall be glad when I get to studying it. I am only fifteen years old. I think an education is the best thing a person can have. I hope I can get to graduate at a college. If you can get an education no one can take it from you. I go to school in winter and work in summer. My father is a farmer and I help him all I can. When he commences to work I do too. I help him plant corn, potatoes, groundpeas and cane. I like to work in the field when it is not too hot. We made a great deal of corn this year, between four and five hundred bushels. We didn't make much cotton, only seven bales; would have made more but there was a great storm, which destroyed the larger portion of it. We had cotton in a field that had old-field pines in it, and they just covered the ground after the storm. I didn't get discouraged at that. I help my mother too. I can cook and do housework. I hope I can go off to school this year, to Prof. John E. Kelly at Victor, N. C. I think he's a very good teacher. My sister went to him one term. It is a healthful place to stay. I have three brothers and one sister, but I am the youngest one. They generally think I'm the pet, but I don't take it that way. My brothers went to school at Pocket, Moore County. They liked to go there very well. We have about 35 scholars enrolled. There are more females than males. All of them like to go very well. Our teacher tries to make them get interested, she tells them nice little stories, etc. All the scholars love her dearly. I think it would be just impossible for me to go to a gentleman teacher now, I have gone to a lady so long. There's not but one grown boy in our school, and he is my cousin, he makes fires for us. We play at M., everything we know, it is such splendid exercise. We



go through calisthenics sometimes. I had a delightful time Christmas, I went somewhere nearly every day that week. I got a great many presents. I hope you'll print my letter, though I know you will receive some a great deal better.

With many good wishes, I am, respectfully,

SALLIE LANIE THOMAS.

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## THE TEACHER'S BIRTHDAY.

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BRINKLEYVILLE, N. C., Jan. 28, 1895.

*Editor N. C. Teacher, Raleigh, N. C.*

DEAR SIR—I send you a short description of how my pupils surprised me on my birthday, hoping it may show other children how they can brighten the lonely lives of their teachers. I think my pupils are drawn closer to me, simply from the fact that they have done something for me. "It is more blessed to give than to receive" is the lesson they have learned for themselves without the aid of the teacher. Their young hearts were doubly gladdened when they witnessed the unalloyed pleasure their little surprise gave me.

PATTIE JOHNSON.

## MY BIRTHDAY SURPRISE.

Just before dismissing school for the day, I said to my seven pupils, "To-morrow is my birthday, and I want you all to bring me an offering."

"What shall we bring?"

"We haven't anything to bring?" Were the exclamations that greeted my novel request.

"Yes, you can bring something. Bring perfect lessons, happy faces and obliging manners. You are always courteous to me, but sometimes you are cross with each other. To-morrow make an especial effort to be kind to each other.

This is the offering I wish you to bring me, children. I will appreciate it more than any gift bought with gold."

Next morning as I entered the schoolroom the children met me with bright faces and shining eyes. Each presented a tiny note. I looked at my dingy schoolroom in amazement. Had Palmer Cox's Brownies been playing some of their tricks in it during the night? From the mantel to the ceiling was a mass of cedar, holly and gay autumn leaves, thickly interspersed with lovely chrysanthemums. The windows were decorated in the same lavish manner, and above the door was a similar mass of holly, autumn leaves and chrysanthemums. On my little table was a large glass bowl filled with chrysanthemums, wild lilies and autumn leaves. The children did all this work after I dismissed school the afternoon before. I was so happily surprised I could not say much, and sat down to read the notes I still held in my hand.

DEAR MISS PATTIE—We children have tried to brighten our little schoolroom to-day as a token of love to our kind and faithful teacher. I wish you a very happy birthday and many of them.

Your affectionate pupil,

FRANK M. TAYLOR.

DEAR MISS PATTIE—I hope you are feeling right well this morning, for we children wish you to have a happy birthday. We will try earnestly to be good and studious to-day. May God's richest blessing ever descend upon you is the wish of

Your loving pupil,

BLANCH COLLIER.

DEAR PATTIE—I hope you will be happy to-day. We are all going to try to be very good and ask you to kindly accept our token of love and respect.

Ever your loving pupil,

JASPER SHEARIN.

DEAR PATTIE—I will try very hard to say good lessons to-day, and hope you will have a happy birthday.

Ever your loving,

LITTLE WARREN.

DEAR PATTIE—We all thank you for your kindness toward us in school and have in this way shown our appreciation. Wishing you a pleasant day and many happy years, I am your loving and obedient scholar

LILLIAN SHEARIN.



DEAR MISS PATTIE—I hope you are happy this morning. I love you and will try to say good lessons.

Your little pupil,  
(Age six years.)

BETTIE.

DEAR PATTIE—I will write you a little letter as this is your birthday. I hope you will have a nice time to-day.

Much love from your little

(Age six years.)

BURLA.

After reading these notes, I felt life could never have an empty meaning to me again as long as I possessed power to win the true little hearts of childhood, I thanked God for the happiness my little pupils' love brought into my life. We spent a happy day. Every recitation was perfect, and not an unkind word or look marred the pleasure of teacher or pupil.

## GOING TO SCHOOL.

BY MARY F. BUTTS.

How we like, in wind and snow  
And mild winter weather,  
To hurry down the dazzling street,  
Flocking close together:  
Tall Ned and little Fred—  
What a noisy rally!  
Plump Mate and slim Kate  
And black-eyed Sally,  
  
Hark! the bell goes kling, klang!  
From the schoolhouse steeple.  
With a hop, skip, and jump  
Go the little people:  
Short Fred and tall Ned—  
What a noisy rally!  
Slim Kate and plump Mate  
And black-eyed Sally.

## North Carolina Teachers' Assembly.

ORGANIZATION 1894-'95.

C. B. DENSON, President, Raleigh.

E. G. HARRELL, Sec. and Treas., Raleigh.

MISS SOPHIA MARTIN, Avoca, Music Director.

### VICE-PRESIDENTS :

- |                                |                                 |
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| 2. W. H. RAGSDALE, Greenville. | 6. MISS HATTIE NIXON, Windfall. |
| 3. J. H. HORNER, Oxford.       | 7. MISS ELIZA POOL, Raleigh.    |
| 4. L. W. CRAWFORD, Durham.     | 8. JAS. ATKINS, Asheville.      |
| 9. A. T. ATKINSON, Goldsboro.  |                                 |

### EXECUTIVE COMMITTEE.

C. B. DENSON, Chairman, (Male Academy) Raleigh.

E. G. HARRELL, Secretary, (Editor N. C. TEACHER) Raleigh.

P. P. CLAXTON, (Normal and Industrial School) Greensboro.

JOS. KINSEY, (Kinsey School) LaGrange.

C. F. SILER, (Male and Female High School) Holly Springs.

E. P. MOSES, (Supt. Graded Schools) Raleigh.

C. W. TOMS, (Supt. Graded Schools) Durham.

JAS. DINWIDDIE, (Prin. Peace Institute) Raleigh.

M. L. SHIPMAN, (County Superintendent) Brevard.

### COUNSELLORS :

Each County Superintendent in North Carolina.

### TWELFTH ANNUAL SESSION.

Morehead City, Tuesday, June 18, to July 1, 1895.

### ANNUAL MEETING OF EXECUTIVE COMMITTEE.

At 3 o'clock p. m., the annual meeting of the Executive Committee of the North Carolina Teachers' Assembly was held in the parlor of the Park Hotel. There were present President C. B. Denson, Chairman; E. G. Harrell, Secretary; E. P. Moses, C. F. Siler, Jas. Dinwiddie and P. P. Claxton.

The time for the twelfth annual session of the Assembly



was appointed for June 18, 1895, to continue until July 1, the regular work of the session to begin on Wednesday, June 19.

A reception will be held by officers and Executive Committee of the Assembly on June 20, to which every member of the Assembly, their friends and visitors, will be invited. There will be music and light refreshments at this reception, and the occasion will be one of the happiest and most brilliant in all the history of the Assembly. It will be a time for educational co-workers and their friends becoming acquainted with one another, and that will add a thousand fold to the delightful social pleasures of the annual meetings of the Teachers' Assembly.

Letters were read from Dr. J. L. M. Curry, Washington, D. C., and Hon. J. H. Shinn, Little Rock, Ark., accepting invitations of the Assembly to be present at the session next June. Engagements were made with several distinguished speakers and educators including Dr. W. A. Mowry the noted Institute Conductor of Hyde Park, Mass.; Dr. A. E. Winship the able and eloquent editor of *The New England Journal of Education*, Boston, Mass., and Mr. Polk Miller, the South's greatest humorist and dialect speaker.

Prof. P. P. Claxton, Prof. E. P. Moses and Prof. Jas. Dinwiddie were appointed a special committee on programme, to report to Executive Committee by March 1st. The character of the educational work for the coming session was carefully considered and discussed, and it is believed that the programme will be the most interesting and valuable to teachers of any ever given by the Assembly.

It was decided that the Assembly shall have absolute charge of all entertainments and amusements in connection with the hotel where the meeting is to be held, during the morning session, and shall also regulate the general amusements on certain evenings of each week. Thus ample opportunity will be given to all for recreation, entertain-

ment and enjoyment of the occasion, while nothing will be permitted to interfere with, or detract from, the regular educational work of the Assembly.

Prof. E. P. Moses, Prof. Jas. Dinwiddie and Capt. C. F. Siler were appointed to examine and audit the books of Secretary and Treasurer, and report to the Assembly in June, as usual.

The Intercollegiate oratorical and musical contests for the Assembly gold medal will be held during the first week of the session and under same rules as heretofore. It is expected that the University and four colleges will each be represented in the oratorical contest, and pupils of several leading schools for girls have entered their names for the musical contest.

---

MISS SOPHIA MARTIN of Avoca, who is now teaching at Lake Waccamaw, has been selected as music director for the Assembly this session. She is an accomplished musician and was one of the contestants for the Assembly gold medal last summer.

THE SECRETARY is now making up a select party of fifty to attend the meeting of the National Educational Association at Denver, Colorado, July 5-8, and visit the wonderful scenery of the Rocky Mountains. The trip will occupy about twelve days, and the cost will be unusually light. Tickets to Denver and return will be only one fare, with special comforts and accommodations for our party. A three-days' trip into the gorgeous mountains will be only \$20, which is about half the usual cost. The party will be absolutely limited to fifty persons, and those who desire to join should make early application as the limit will be quickly reached. The party will start from Morehead City just at the close of the Assembly session July 1st, and no person will be admitted to the privileges of this trip except members of the Assembly in attendance at this session.



## EDITORIAL.

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“Carolina! Carolina! Heaven’s blessings attend her,  
While we live we will cherish, protect and defend her;  
Though the scorner may sneer at and witlings defame her,  
Our hearts swell with gladness whenever we name her.”

---

SOME OF our State educational and charitable institutions think that the State is not so good a mother to them as she might be and ought to be—and we think so too.

THE LEGISLATURE seems determined to devise some financial plan which will provide a four months public school term for every district in the State. This is well, and we trust that the lawmakers may be successful in this effort.

THERE WILL soon be announced in THE TEACHER a course of reading for the North Carolina Teachers’ Reading Circle. The subjects will be selected by several of the most prominent teachers in the State, and they will cover a field indispensable to a progressive teacher.

IF THE Southern Educational Association will hold its next session at Morehead City, North Carolina, the place of its birth, about July 5th, 1895, it will have a good attendance of Southern teachers. Cheap board and cheap railroad rates can be secured for the meeting.

WHY SHOULD the railroads of the South discriminate against the Southern Educational Association in favor of the Northern organization? One fare and a third was charged for the Southern meeting at Galveston, while the same roads charge only one fare for the Denver meeting next July. Is this discrimination made to pull down the Southern Association and build up the National? We can not believe it.

MEMBERS OF the General Assembly seem disposed to seek the opinion and advice of experience in the matter of school legislation. This is right. If the Legislature desires to enact the best possible laws for the schools of North Carolina, it is the part of wisdom to heed the voice of faithful and competent teachers, and not that of the publishing companies, their paid agents or attorneys. The farmers, lawyers, doctors and preachers are all asked to give expert testimony as to legislation concerning their calling, then why should not the expert teacher be also asked to give testimony in all matters of education? If the lawmakers will consult the teachers upon school affairs the school laws enacted will be more for the benefit of all our people.

A FEW DAYS ago we received the following letter from the principal of a well known high school in North Carolina: "I will need, at the beginning of the new term of my school, January 14th, a female teacher in the primary department. Can you recommend a good one? I want a teacher who has had some experience, and who attends the Teachers' Assembly. I have attended every meeting of the Assembly for the past six years, and really believe that no teacher can fully keep up with these progressive times who stays away from those grand and inspiring meetings." We recommended a lady "who attends the Teachers' Assembly"; She was accepted, and now enjoys a pleasant position at twenty-five dollars a month. It pays to attend the Teachers' Assembly, and many of the best school positions in the State have been secured by the help of the Assembly.

THE TEACHERS of North Carolina are taking great interest in educational legislation by the General Assembly. This is right. There is scarcely a day during the session of the Legislature when there are not several prominent teachers in Raleigh looking after some bills in the general



interest of our schools. This is also right. The teachers should use every means in their power to influence proper legislation and prevent unwise laws which concern the education of our children; just as the members of other professions watch the legislative bills which affect their life-work, and the welfare of their patrons. The Teachers' Assembly is the power that has awakened and inspired the teachers to this active zeal in guarding the safety of the schools from the enactment of hurtful laws. The cause of education of all the people, with the telling influence of the teachers, has really become "a power in the land."

IT SEEMS that Texas did not make good her promise to send four thousand of her teachers to the meeting of the Southern Educational Association at Galveston during the Christmas holidays. In fact, Texas did not send over two hundred teachers to the meeting from beyond the corporate limits of Galveston. This proves true two things that we have always asserted: First, That promises of State (or, in fact, of a few individuals) as to attendance of their teachers upon educational meetings within her limits cannot be relied on. Second, That no educational organization can expect a successful attendance during the Christmas holidays. It now remains for the Southern Educational Association to fix the time for its annual meetings early in July without regard to any other meetings on earth; that is, if the organization desires to carry out the objects of its creation and be of any possible benefit to Southern teachers and Southern schools. Our Southern Association ought to be an independent body, and not subsidized in the interest of a larger attendance upon any other similar organization. We learn that the Texas meeting was, however, a most enjoyable one, and that the people of Galveston were profuse in their kind hospitalities, and we regret exceedingly not being able to attend, as we had expected and hoped.

ABOUT OUR TEACHERS AND SCHOOLS.

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MRS. S. S. GOOCH is teaching at Weldon.

MR. J. C. HACKETT has a private school at Colfax.

MISS CORNELIA ST. CLAIR is teaching at Laurinburg.

MR. J. B. ROOKS has a school at Colby, Bladen County.

MISS MATTIE HARDY has a private school near Institute.

MISS SELMA DAWSON has a good school in Lenoir County.

MISS LIZZIE HILL is teaching a public school near Kinston.

MR. ROBERT W. WILLIS is principal of Kernersville Academy.

MISS NELLIE BOWERS is teaching the public school at Jackson.

MISS MARY BRYAN is teaching at the Dail School-house near Kinston.

MISS EMMA WILSON has charge of a prosperous school near LaGrange.

MISS KATE CARRAWAY has an excellent little school at Washington.

MR. W. T. WOODLEY is principal of Providence Academy at Pineville.

MR. JOHN A. MCLEOD is principal of the Home School at Davidson River.

MR. W. M. WALL has charge of Siloam Academy, and the enrollment is very successful.

MISS BALLENTINE, a teacher in the Thomasville Orphanage, has taken a private school at Lasker, Northampton County.

MISS ELIZA GRANT, of Jackson, has taken charge of a school at Woodland, with thirty-eight pupils in attendance.

REV. JOHN S. LONG, LL. D., County Superintendent of Craven County Schools, has been ordained to the ministry of the Episcopal Church at New Bern.

MRS. ROBERT EDWARDS has a private school at Woodland. She is a good teacher, but it is rumored that she will shortly give up the school to take only *one* pupil for life.

THE HIGH SCHOOL at Liberty is in charge of Mr. T. T. James, A. B., as principal. The school is in excellent condition and publishes a very creditable little paper entitled *School Gems*.

CAPT. C. F. SILER, who has so long been principal of Holly Springs Institute, reports the best school that he has had for several years. He is a true and faithful teacher, and has the love and confidence of both patrons and pupils.

MISS NAOMI JUDD, a charming young teacher in the Thomasville Orphanage, spent a few days in Raleigh early in January while on her way to Scotland Neck for a month's visit. She made many warm friends while sojourning at the capital.



WE ARE pleased to extend to Hon. S. M. Finger, ex-State Superintendent of Public Instruction, a cordial welcome to Raleigh as a resident, he having recently removed from his lifelong home at Newton to become a permanent citizen of the capital.

THE MISSOURI STATE TEACHERS' ASSOCIATION resolved that no teacher who uses tobacco or snuff in any form should be given a certificate to teach in the public schools of the State. How many teachers in North Carolina would such a resolution affect?

THE PUBLIC GRADED SCHOOLS of Raleigh were never in so prosperous a condition as now, under the efficient management of Superintendent Moses. The schools for Negroes have so increased in attendance that new buildings will be required to accommodate the children. There are now enrolled about twenty-five hundred pupils in the city schools.

JUDGE W. A. MONTGOMERY, of Raleigh, chairman of the committee to memorialize the Legislature in regard to "State Aid to Higher Education," having been elected to the Supreme Court Bench Prof. J. M. Brewer, of Murfreesboro, has been appointed to the vacancy upon the committee. It seems that this question is to become an interesting one before the General Assembly.

PROF. CHAS. F. MESERVE, President of Shaw University, Raleigh, has been elected special agent of the Indian Rights Association at a salary of \$2,500. Prof. Meserve and his charming family have very greatly endeared themselves to the people of Raleigh, and we hope that the tempting offer will not be accepted, for it would be a real calamity to lose him as a citizen of our State.

MISS JOSEPHINE FORREST, of Hillsboro, has a fine position in one of the leading Western schools at Lexington, Missouri. "Yet," she writes, "I will sometimes pine for June time and the good 'Old North State.' I most gladly welcome THE TEACHER, and eagerly peruse every page, always turning first to see 'About our Teachers and Schools.' I wish this may be a most highly prosperous and happy year for THE TEACHER and its editor, who is always so loyal to North Carolina and her teachers."

*Charity and Children* says of Williams' Reader for Beginners, "This little volume is elegantly gotten up, and admirably fills the place for which it is designed. It is not intended as a First Reader in the regular school series of readers, but to precede it—an easy and inviting stepping-stone from the 'ab' to the First Reader in the regular series. It is a Primer, and aims, by a systematic arrangement of carefully chosen words—mostly monosyllables—to give the child a working knowledge of the most usual powers of letters, and to thus give him the ability to find out words for himself." The teacher who is using the books, Miss Cora Bronson, says "They were indeed just the kind I needed. I have been using them about a week now and the class is advancing faster than any class I've ever taught. I am simply charmed with them. It is the book which will fill a long-felt want."

## CUPID AMONG OUR TEACHERS.

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MISS LILLIE LEA, a teacher of Leasburg, Caswell County, and a member of the Teachers' European party, was married to MR. T. C. NEAL on November 28, 1894, and is now residing at Ashland.

AT THE residence of the bride's parents on Buncombe street, Greenville, S. C., on Christmas day, REV. ZEBULON A. SHIPMAN, of Asheville, married MISS IDA E. BROOKS, Rev. J. O. Wilson, editor of the *Southern Christian Advocate*, officiating. Mr. Shipman is a teacher of note, and during the next year will have charge of the Edwards school in South Carolina.

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## AT RECESS.

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The books and slates now put away,  
And let us laugh a little while;  
For those who work there should be play,  
The leisure moments to beguile.

---

A GOOD DEFINITION.—Teacher—"Willie, what is memory?" Willie—"The thing you forget with."

TEACHER—Sammy, in the sentence "I have a book," what is the case of the pronoun "I"? Sammy (promptly)—Nominative case. Teacher—Next boy, tell me in what case to put the noun "book." Next Boy (thoughtfully)—Bookcase.

A GOOD THING FOR TOMMY.—"Well, Tommy, I'm glad you are getting along so much better at school," said that young man's uncle. "You have gone a whole week without being whipped, haven't you?" "Yes sir, teacher's got a lame shoulder."

MORE ABOUT THE DOLLAR MARK.—Teacher—"Tommy, did you find out anything about the origin of the dollar mark?" Tommy—"I asked p.w about it, and he said the straight lines stood for the pillows of society and the crooked one for the way they got their money."

Pigley.—"Shall you send your son to college?" Hogson.—"No, I had one set up here for him." Pigley.—"What does it consist of? Hogson.—A gymnasium in the hennery, a sawdust ring in the open lot, shell in the duck pond, the smokehouse for a secret society, and four hundred bunches of cigarettes."



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## NEW PUBLIC SCHOOL BOOKS.

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*To County Superintendents and Public School Teachers:*


At a regular meeting of the State Board of Education, held in Raleigh, on the first Tuesday in April, 1893, the following new text-books were unanimously adopted for use in all the public schools of the State:

**North Carolina Practical Spelling Book, 20 Cents.**  
(In exchange for old Speller now in use, 12 cents.)

**Williams' Reader for Beginners, - - 15 Cents.**  
(To precede the First Reader.)

These prices include transportation to persons ordering. A liberal discount will be made to dealers and teachers. Send orders to

**ALFRED WILLIAMS & CO., Publishers,**  
**RALEIGH, N. C.**

 *The sale of each book are very large, and all orders will be filled as rapidly as possible.*

# THE NORTH CAROLINA TEACHER.

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VOL. XII.      RALEIGH, FEBRUARY, 1895.

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No. 6.

EUGENE G. HARRELL,

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Editor.

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## A REGULAR BOY.

—  
GEORGE COOPER.

—  
[A bit of family history.]

He was not at all particular  
To keep the perpendicular,  
While walking, for he either skipped or jumped.  
He stood upon his head awhile,  
And when he went to bed awhile,  
He dove among the pillows, which he thumped.

He never could keep still a bit;  
The lookers-on tho't ill of it;  
He balanced on his ear the kitchen broom;  
And did some neat trapezing,  
Which was wonderfully pleasing,  
On every peg in grandpa's harness room.

From absolute inanity,  
The cat approached insanity  
To see him slide the banisters, so rash;  
But once on that mahogany,  
While trying to toboggan, he  
Upset his calculations with a crash!

And since that sad disaster  
He has gone about in plaster—  
Not of Paris, like a nice Italian toy;  
But the kind the doctor uses,  
When the bumps and cuts and bruises  
Overcome a little regular live boy!

—*St. Nicholas.*



## WOMEN AND THE PUBLIC SCHOOLS.

The education of children, with all that it involves, is surely the work of women. More and more the foundation of education, the primary efforts in schools, are being understood by women as belonging to their interest. Not only those relating to their own children, but to others, especially those who are under public-school drill. A true mother should be a citizen mother, interested in the city and country because children live and grow in them. She should know about the sanitary conditions because these affect the homes; must see that the streets are clean, as the children walk and play in them; must desire truth and honesty in officials, because they come in touch with childhood's. Above all else, the mother will care for the schools, how they are conducted, how built, how situated—not only the special school where her children go or have been, but in schools, in education. True motherhood is not selfish, but broad. The very word is the glory of womanhood and many women are "mothers" who have no other reason for so being than that childhood means so much to them, and they are so impressed with its responsibility.

Froebel has taught anew what childhood, child-nature, child-study, represent. Schools have taken on a deeper significance because the realization is becoming more and more vivid that, what the schools are now so will be the homes and nation of the future. Woman's place as teachers in schools has never been disputed, and we see everywhere five-sixths of the teachers in primary and grammar schools systems women. Then the largest percentage of the children are below ten years of age—the age that in homes both sons and daughters are left to the training care of the mothers. Why in the past has there been a question that woman's influence and place should not be offici-

ally recognized in school systems? Why in this country are there so few women on school boards, either as trustees or commissioners? Why are there, at this present time, no women on the boards of New York and Brooklyn? Various answers could be given, but no one could say that women should not be represented, when the above mentioned boards oversee and control over 5,000 women teachers and 300,000 children! Women serve everywhere on the school boards of Great Britain, and three at least sit on the great School Board of London. No one who has studied the grand work of the women in Western States, known such women as Mrs. Flower, of Chicago, Miss Hallowell, of Philadelphia, Miss Pingree, of Boston, but would wish that in every city at least six such women could care for the public school interests of the children.—*Harper's Bazar*.

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## OUR SCHOOLS.

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Have you a school in your district? If you have not, we pity the children of your neighborhood who are growing up without the benefits of education.

You are not doing your part as a parent, a neighbor or a man if you do not do all in your power to establish and sustain a school, and a good one, in your district, for no pen can describe the loss a child sustains by growing up in ignorance.

In selecting a teacher do not be content with the belief that anyone will do, but get the best one that can be had. There is as much difference between teachers as there is between day and night, vice and virtue, intelligence and ignorance. Do your best to secure the most proficient teacher, even though you pay double what you would have to pay for the services of an inferior one.



You pay freely for other needs. Why not pay for education, the most valuable of all things? For a good farm, horse, cow, sheep or implement you do not hesitate to pay a good price, yet for a teacher, in whose care you place the custody of your children, you pay the most niggardly salary, and frequently complain at that.

What a mistake! What a sin! No better use can be made of your money than in securing an education for your children.

When you get a teacher do not imagine your duty is done. You must visit your children at the school, and get your neighbors to do likewise, that both teacher and pupils may be encouraged to put forth their best efforts. Then you want to keep posted as to what the teacher is doing.

You would not think of hiring a man and telling him to go out on the farm and go to work, paying no further attention to his actions for six months or a year, yet you do not scruple to employ a teacher and put your children under his care, and for the entire school-year pay no further attention to them.

You would not trust a cow, a horse, or any living animal you possess, in the hands of another for this length of time without seeing what care was being taken of it. Why, then, your children? Are they less valuable or dear to you? You ought to wish your sons and daughters to grow up useful members of society, and it is your duty to see that they are given an opportunity to do so.

The public school is the safeguard of all our boasted liberties, for only education can keep back the encroachments of ignorance and superstition. Again we urge upon you the importance of a school, a teacher—and a good one.

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NO LIVE TEACHER, from the private governess to the president of the college, can afford to miss the Assembly this year.

LATIN.

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BY PROFESSOR W. D. HOOPER, ADJUNCT PROFESSOR LATIN, UNIVERSITY OF GEORGIA.

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The principle on which I would recommend all teachers to act in the teaching of Latin is briefly expressed by Professor Gildersleeve, of Johns Hopkins University: "Maximum of forms, minimum of syntax, early contact with the language in mass." All that can be said on the subject is simply an expansion of this. The object of the school is to teach the student to read Latin; the literary and scientific linguistic work comes later. The first means to this end is a thorough mastery of the forms; and I use the words "thorough mastery" advisedly. It would astound some teachers to see the ignorance of forms displayed by some of their students. For instance, in my entrance examinations this year, nine out of ten applicants gave *hominis* as the genitive case of *homo*, and so on; not one out of ten could mark the quantity of the final syllable in any given word, and every known rule of inflection was violated over and over again. Now this could not happen if students were taught carefully and scientifically from the start. Another thing is forcibly recalled to my mind by the fact that I have just consumed a valuable half hour in trying to get the freshmen class to pronounce a page of one of Cicero's orations. I have referred to this matter above: the lamentable laxity allowed in the matter of pronunciation. Now I would not say that pronunciation is a matter of the first importance, but it certainly is one of great importance, if only in a practical way. The pronunciation in use in all the colleges, with a very few exceptions, is the same, and this is rigidly required; it is the correct pronunciation, as established by the distinguished scholars of the world, and is therefore recommended by the Committee of Ten. The



fact that the schools do not teach this leads to the lamentable result that I "become a barbarian" to my student and he to me. I have made the experiment within an hour of having one read to me with my book closed, and I could not understand a half dozen words. And this is not all. No attention whatever is paid to quantity. Almost invariably a new student gives the short sound to the vowel in so common a word as *non*, and the long sound in *ut*. I have never been able to see how a teacher who was so careless as to allow these and like mistakes could read Latin poetry passably. The obvious result is that precious time must be consumed in drilling quantities, nearly all different from those to which they are accustomed, into students' heads, in preparation for so simple a versification as the heroic hexameter. If these were taught from the very first, as they should be, not a moment would be lost in reading any poetry.

So much in a general way; pay most attention to forms, emphasizing quantity and the correct pronunciations. Teach carefully only enough syntax to enable the student to translate; the schoolboy is not prepared to grasp the niceties of the highly involved syntax of the Roman orator and philosopher.

A large number of excellent first books may be found; all the modern books adopt the excellent plan of marking the quantity of all syllables. I should be glad, in private letter, to give my opinion of any of these to any one who cares to write me; obviously I cannot do so here. The impression is very general that Cæsar's Gallic War is not the proper book for first reading; most of the syntax is very difficult, the vocabulary is highly technical, and the subject-matter more interesting to the historian and soldier than to the schoolboy. If it were not for the technical terms in the first few chapters of his Civil War I should recommend that. Perhaps the best reading possible is in

Nepos, or in Curtius, and these are accepted here in lieu of Cæsar's Gallic War. If Cæsar is preferred, perhaps no better course could be outlined than Professor Collar's "Gradation," followed by White and Waite's "A Straight Road to Cæsar," both published by Ginn & Co. If my recommendations as to quantity have been followed, Cæsar might be succeeded by a book of Virgil's *Æneid*, but I should prefer Cicero's Orations, say against Catiline. This, for the present, is, I fear, all that can be expected of the high schools. It will be seen that this is no more than teachers are now familiar with, and it will naturally be asked: "Why so much ado?" Because, in the first place, I wished to lay before the teachers of the State the reasonable requirements of the colleges, and, secondly, to urge them to do this work in a better way. This work, if well done, need not take more than two or, at most, three years. The study of Latin should begin at about twelve years, and so, by the end of these three years, the student would still have a year to spare before he is of a proper age to enter on the freer life of the college. We may then reasonably hope that in a few years the standard for college admission may be raised very much.—*Southern Educational Journal*.

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### PEN SKETCHES.

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BY MISS ROSA F. NEESON, WASHINGTON, GA.

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Sitting one afternoon with piles of examination papers before me, wearied and worn with the day's work and feeling that life was scarcely worth living, suddenly, as a shaft of sunlight fell across the paper I was examining, I pushed them all away. "I will go to the woods," I said, "and see if I cannot get rid of these miserable feelings."

Just on the edge of our town, near the school building, is a piece of genuine woodland, not a park, and thither I



took myself and my "doleful dumps." As soon as I came to the woods and smelt the spicy breath of the pines and heard their soothing murmur, my school cares dropped from me like a garment. "Through all the windows of my soul I let the west wind blow," and the woodland sights and sounds came to me with healing in their wings. I threw myself on the fragrant, brown leaves of the pines and watched the birds hopping about—a few English sparrows even here, a bluejay or two, quarreling as usual, a squirrel peeping round the boll of a tree; but, even while I was storing up strength for the next day's work, I was thinking how I would tell the children what I had observed of the tiny wood creatures' ways.

O Nature! dear Mother Nature! how good it is, when worn with the cares of animate things, to come back to thee and "cuddle down" on thy broad breast once more. Poets may talk of thy unresponsiveness, but to a teacher, who lives in the light of a hundred watchful eyes, the unresponsiveness is a great charm. We sometimes want only "to be let alone."

The deepening shadows warn me that I must leave my loved woods, so I go back to my examinations, realizing that

"There's many a rest on the road of life,  
If we'd only stop to take it."

—*Southern Educational Journal.*

It is the business of the teacher and the school to train for intellectual power, to the end that the child may become a self-supporting citizen, may feel the dignity of honest labor, either intellectual or manual, may be disposed to earn his living, may choose a respectable vocation suited to his circumstances and within the reach of his gifts, and may pursue it contentedly until ambition and experience shall combine to point out a better one.—*Draper.*

## GIRLS AS PUBLIC SPEAKERS.

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But a very few years ago, in the rhetorical exercises of our schools and academies in which girls participated, they were supposed to "read" only, and that in a very shy and becoming manner, holding a manuscript or book in hand and referring to it kindly, as if dependent on it. Recite! Declaim! Make gestures like the boys! Such a suggestion would have been looked upon as the height of impropriety, and few, if any, female hearts would have been bold enough to attempt it.

Now, after a few years of pushing forward all along the line of woman's emancipation, go into any high-grade Maine school and listen to the young women orators, who can eclipse the boys in grace and force and naturalness nine times out of ten, and nobody thinks of their being out of place. The manuscript and book have been cast aside, and the girl of the new era "speaks her piece" with every freedom of manner, voice and gesture at her command. She is now the equal of her brother in this respect, and he will have to look to his laurels very sharp or she will soon get way ahead of him.—*Lewiston Journal*.

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## TEACH THE CHILDREN KINDNESS.

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Parents should not only teach their children kindness to one another, but to the domestic animals that surround their homes. If this was carefully and studiously done, such a scene as occurred on the street last Monday would not be enacted to remind the populace that such teachings are neglected. In the middle of the afternoon a half-dozen little children, aged from five to ten years, came in possession of a sick, half-starved kitten, and were in great glee, kicking, cuffing and punching it with sticks, and forcing it toward



a little stream near by, evidently with the intention of drowning it. They had already killed one with sticks and stones, and the other was beyond being able to get away from its little persecutors. A lady who was passing by interceded on behalf of the kitten, and pointed out to the children how cruel and wrong it was to treat the kitten so, and, child-like, they all became very sorry indeed. They then all wanted to take it home with them to feed and care for it, but it was awarded to another little boy who was not a party to mistreating it. This is only an instance, of which there are many in every vicinity, where children, in their play, are carelessly cruel to helpless little birds, insects and animals, which could in a great measure be avoided by the parents teaching their little children kindness.—*Stevens County Standard*.

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### “THE SCHOOL-ROOM VOICE.”

BY CAROLINE B. LEROW.

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There is no doubt whatever that in many instances the teacher herself creates in the school-room the inattention, disorder and rebellion which she is constantly endeavoring to prevent or remedy. What may be termed the “school-room voice” is more provocative of disorder and disobedience than all other causes combined.

We are all susceptible to the influence of voices. Occasionally we hear one that rouses every element of our nature into the most violent and what often seems the most unreasonable antagonism to the speaker. “I can never hear that woman speak,” said a bright young college student of one of her instructors, “that I don’t just long to cuff her ears; yet she is one of the loveliest members of the Faculty.”

We are all familiar with that quality of voice whose effect is described in the significant words, “setting ones teeth on edge,” and really the metaphorical expression is often the

literal truth. We generally conceive, too, a dislike for the person whose voice is not agreeable to us, and are obliged to go through an elaborate logical process of mind in order to free ourselves from the prejudice so engendered—fortunate if we can succeed in our endeavors.

Children are even more susceptible to voices than are adults. They are quickly won or repelled by them, and, although they are themselves probably ignorant of the cause, certain tones arouse in them an obstinate, sullen and rebellious spirit. Contempt, too, for the speaker is sometimes excited, as in the case of the bad boy who whispered to his neighbor while he pointed to his "esteemed principal": "Jest hear her! You might know we'd got company. She's got her *dressy* tone on."

Tones make far more impression than words. Try to call a child to you, and, no matter what hard words you use to him, if the tone is a caressing one he readily responds to it. Call him by the most endearing terms in a harsh tone, and he is effectually repelled. We hear persons talking in an adjoining room. Perhaps not a word of their conversation is intelligible to us, yet we confidently assert, "They are very angry," or "They are very much amused," or "Somebody is in trouble."

A good voice is "an excellent thing" in either man or woman, but to the teacher it seems to be one of the essential elements of success. The susceptibility to its influence upon the part of the child, the fact that he cannot escape from it, no matter how irritating it may be, and the necessity for the teacher to be talking during the greater part of the time, all emphasize the necessity for the tone to be an agreeable—at any rate, not a disagreeable—one.

There are many teachers who contend that pleasant tones are impossible in the school-room—not that they are not desirable, but that the largeness or the noisiness of the room, the inattention or disorder of the pupils, make the use of them out of the question. Such teachers believe and main-



tain that it is only loud, hard and sharp tones that can have the effect of securing the attention or quelling the disorder of a room full of children, and regulate their voices on that assumption. There could not be a greater mistake made.

Moreover, no bad quality of voice can be constantly used without its having a bad physical effect upon the speaker. A natural tone is always an agreeable tone. Natural voices can never, at least, give offence, although some possess far more sweetness than others. A hard, sharp or nasal tone is indication of a wrong use of the vocal organs, and this wrong use, persisted in, produces incalculable injury to the throat and lungs. Teachers, more than any other class of persons, are prone to this misuse of the voice and the consequent physical suffering and disability.

"How Teachers Should Talk" will be considered in a subsequent article. It is certain that they should be able to talk easily, to talk agreeably, to talk in such a way as to produce no injury to the vocal organs, and at the same time to do this talking—a vast amount of which is so necessary—in a way to secure attention, command respect, and quiet disorder. All this is a very easy thing to do, provided the teacher knows—as she should know—how to do it.—*The School Journal.*

THE CRY STILL COMES from the higher institutions of learning for a better teaching of English. Teachers in all grades of schools can do no more important work than that of giving close attention to the systematic work of teaching the principles of English. The twaddle indulged in lately by so many lecturers in advising the abandoning of grammar has already done an incalculable amount of mischief, which is constantly making itself apparent in the high schools, and making it almost impossible to build a higher education on a foundation that is found to have no substantial elements in its composition and structure.—*Ed. News.*

## A FAMOUS NORTH CAROLINA RHYME.

## ITS ORIGIN AND HISTORY.

BY GRAHAM DAVES, NEW BERN, N. C.

Doubtless many of your older readers will remember that ancient doggerel—

“ High Betty Martin, tip-toe, tip-toe;  
High Betty Martin, tip-toe fine !  
She couldn't get a shoe,  
She couldn't get a stocking,  
She couldn't get a husband  
To suit her mind.  
High Betty Martin,” etc.

But probably few of them know that the lines were composed in honor (?) of the grandmother of the Hon. Richard Caswell, the first Governor of the State of North Carolina under the Constitution adopted in December, 1776. She was Miss Elizabeth Martin, of Harford County, Maryland, and, as the sequel shows, she had two husbands, whether they “suited her mind” or not. As to the articles of apparel mentioned, no further light is shed.

Mr. John F. Blandy, of Prescott, Arizona, writing to the *American Historical Register* for December (p. 402), says: “Richard Caswell, Governor of North Carolina and a member of the Continental Congress, and William Pace, signer of the Declaration of Independence and Governor of Maryland, were first cousins, and first cousins of my grandfather, Josias Dallam, of Harford County, Maryland. They were grandsons of a lady whose maiden name was Elizabeth Martin. Of her the well-known couplet, ‘High Betty Martin, tip-toe fine,’ etc., was written. She was celebrated for her beauty, and was a large real estate owner in the Province of Maryland.



“The origin of the verses was that she was courted by two young lawyers—Richard Dallam and Winston Smith—who came from England to the colony as companions and friends. The story goes that the elaborate ruffled shirts which were the fashion of the day were scarce and expensive, especially in the colonies, and that they had but one between them, and, of course, could not pay their visits both at the same time to Miss Betty. It was therefore said that it was difficult for her to make up her mind which to take. She did decide, however, and ended in marrying both. She first married Dallam, and then had three sons and a daughter. This daughter was the mother of Richard Caswell, of North Carolina. As Widow Dallam she married Winston Smith, and by him had three sons and a daughter. This daughter was the mother of William Pace.”

Confirmation of his descent from Mrs. Dallam is found in the “Itinerary” of Governor Caswell, published in Vol. IX. of our Colonial Records, pages 1064–68, and written by him when he was attending the Continental Congress at Philadelphia in October, 1774. He mentions as an incident of his journey through Harford County, Maryland, that he “went to Josias Dallam’s, where I saw my grandmother.”

The lines quoted were set to music, and the tune will probably be recalled by some of the veterans as one of the collection of Frank Johnson, of pleasant memory, and others of that ilk, who played it for “Ladies to the right,” and other “square dances” long since consigned to oblivion. We who enjoyed it did not know that the lively air, with its absurd words, was intimately associated with one of the foremost of our patriots of the Revolution.

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TEACHERS HAVE already begun to reserve rooms at the Atlantic Hotel for the Assembly. It will be a big session.

## ABOUT CHANGING SCHOOL BOOKS.

The Legislature has made a new law in regard to the school books for public schools. The power of adoption is taken from the State Board of Education and given to the County Commissioners, which plan is known as "County Adoption."

In our opinion the new law is a great backward step. If the county officers should see fit to make a complete change of text-books the inconvenience and expense entailed upon the children and patrons of the public schools will be enormous. The present list of books is practically the same as it has been in this State for ten years. During that time there has been a very wide distribution of the books, and some of them can be found in nearly every home in North Carolina, thus enabling a child to use the books of older children and attend school at very trifling expense for books.

The cost of changing school books is expensive. For convenience of illustration we will take arithmetics which publishers estimate in value as one-fourth of the State list for common schools.

By reference to report of Superintendent Scarborough we find as follows :

White pupils studying arithmetic -----	117,339
Colored pupils studying arithmetic-----	57,293
Add $12\frac{1}{2}$ per cent. for counties not reporting,	<u>21,829</u>
Total -----	196,561

In round numbers there will be in 1896 200,000 pupils studying arithmetic. As 20 per cent. of new books are bought every year, this will leave 160,000 arithmetics in the hands of the pupils. As 60 per cent. or 96,000 study the small arithmetic, exchange price 20 cents; and 40 per



cent. or 64,000 study the higher arithmetic, exchange price 33 cents, we have:

96,000 at 20 -----	\$ 19,200
64,000 at 33 -----	21,120
Total -----	\$ 40,320

But this is not all. The pupil gives up a book for which he has already paid and then pays for the privilege of swapping one book for another. The publishers are the only ones benefited.

Special terms may be given as an inducement to change, but it is most important to know what kind of an arrangement and what prices will rule for permanent supply.

As the change cannot be made until June 1896 or later, and as the next Legislature may have something to say, we may be thought premature in calling attention now to this question. We shall have more to say on the subject. For the present, we desire only to call attention to what we consider a dangerous experiment, for county adoptions have never obtained, and cannot obtain, better terms than State adoptions. It seems to us that the Legislature has made it impossible for the smaller firms to contest against the large, and rich firms against a combination.

### THE FIRST IN REAL USE.

Of all professions that this world has known,  
 From clowns and cobblers upward to the throne;  
 From the grave architect of Greece and Rome  
 Down to the framer of a farthing broom—  
 The worse for care and undeserved abuse,  
 The first in real dignity and use  
 (If skilled to teach and diligent to rule),  
 Is the learned master of a little school.

## THE LEGISLATURE AND OUR SCHOOLS.

In many respects the "General Assembly of 1895" will be known to the people of North Carolina as the most remarkable in her history. Being controlled by no regular party or policy, it was to be expected that much of its work would be unsatisfactory to the people, and in this they were not disappointed.

The subject of education, however, seemed to occupy a prominent position from the beginning of the session, and it was quite evident that there would be some interesting legislation along this line. The Education Committees were the largest ever known, comprising over one-fourth of the entire body.

We give a brief summary of the acts affecting our schools, and will class them as we believe them to be good or bad, in order that our readers may clearly realize the situation.

## WISE LEGISLATION.

Appropriations State University .....	\$20,000
Appropriations Agricultural and Mechanical	
College, Raleigh .....	50,000
Appropriations Agricultural and Mechanical	
College (Negroes), Greensboro .....	10,000
Normal Schools for Negroes .....	13,250
Oxford Orphan Asylum .....	10,000
Oxford Orphan Asylum for Negroes .....	6,000
Normal and Industrial School .....	37,500

(No appropriations to educational institutions are reduced, but in most cases they are increased considerably.)

School tax increased from sixteen to eighteen cents.

School districts to hold an election on the question of special local taxation, up to twenty cents on the hundred dollars of property, to increase the public-school term to four or six months.



Graded schools to be established in a number of towns of the State.

#### UNWISE LEGISLATION.

Adoption of books for public schools to be done separately in each county by County Commissioners instead of by the State Board of Education, as heretofore, for the uniformity of the State.

County Boards of Education abolished.

County Superintendents of Public Instruction dispensed with after June 1, 1896, and the office discontinued.

County Examiners to be appointed by County Commissioners.

All these objectionable laws were rushed through during the expiring days of the session, and very little careful consideration and investigation were given to any of the measures. If proper thought had been given to the bills, it is reasonably certain that at least some of these changes in our educational system would not have been made.

We regret this unwise work of our lawmakers. North Carolina was making more rapid strides in educational growth than any other State in the South, under a most admirable school system. These new laws will greatly retard our State's progress and put her back almost into the dark days of twenty years ago.

We now have no "State System of Public Schools," of which we have been so proud; it is now simply ninety-six "County Systems," and very poor ones at that. The whole matter of properly educating the masses of our children is practically turned over to persons (however good they may be) who have never given the subject any thought or attention, and it is not to be expected that they will give the matter much more attention now, while at the same time they have the care of all financial affairs such as devolve upon County Commissioners.

Well, let us not be discouraged, but hope for the best.

## IN THE SCHOOL-ROOM.

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WHERE THERE'S DRINK THERE'S DANGER.

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(For Recitation.)

Write it on the liquor store,  
Write it on the prison door,  
Write it on the gin-shop fine,  
Write, aye, write this truthful line,  
"Where there's drink there's danger."

Write it on the workhouse gate,  
Write it on the school-boy's slate,  
Write it on the copybook,  
That the young may at it look—  
"Where there's drink there's danger."

Write it on the churchyard mound,  
Where the drink-slain dead are found;  
Write it on the gallows high,  
Write it for all passers-by—  
"Where there's drink there's danger."

Write it on our ships that sail,  
Borne along by steam and gale;  
Write it in large letters, plain,  
O'er our land and past the main—  
"Where there's drink there's danger."

Write it on the Christian dome;  
Sixty thousand drunkards roam,  
Year by year, from God and right,  
Proving with resistless might  
"Where there's drink there's danger."

—John C. Newton, in *Catholic Standard*.



## RETALIATION.

These two pieces will furnish an interesting exercise if well recited by a boy and a girl about fifteen years old.

## MY BROTHER.

Who was it picked up all the chips,  
And strewed the floor with strings and whips,  
And in the washtub sailed his ships?  
My brother.

Who was it ate the currant jell',  
And threw my kitten in the well,  
And made me promise not to tell?  
My brother.

Who was it taught me how to skate,  
And sat me on the ice to wait  
While he went home with Cousin Kate?  
My brother.

Who was it, when he older grew,  
To tops and marbles bade adieu,  
And tried, but couldn't learn, to chew?  
My brother.

Who does a tiny moustache wear,  
And oils and colors it with care,  
And in the middle parts his hair?  
My brother.

Who is it tumbles up my curls,  
And buys me bracelets, rings and pearls,  
And flirts with all the pretty girls?  
My brother.

And talks to me about his clothes,  
And all my little secrets knows,  
And teases me about my beaux?  
My brother.

Who is it that I love the best  
Of all the boys in east or west,  
Although he is a perfect pest?  
My brother.

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## MY SISTER.

Who was it climbed the tallest trees,  
And tore her frocks and grazed her knees,  
Which did her teacher much displease?  
My sister.

Who was it stole the lemon pie,  
Hid on the pantry shelf so high,  
And gave me half upon the sly?  
My sister.

Who was it in the millpond fell,  
And lost her thimble in the well,  
And cried for fear that I should tell?  
My sister.

And who, at last, long dresses wore,  
And had of beaux a half a score,  
And voted boys a perfect bore?  
My sister.

Who coaxed me once to go to bed  
Because she had an aching head,  
And then sat up with Cousin Fred?  
My sister.



Who sews the buttons on my clothes,  
And with me to the opera goes,  
And then neglects me for the beaux?

My sister.

Who always scolds me when I swear,  
And does a nobby pullback wear,  
All plaited, looped and puffed with care?

My sister.

Who brushes, dusts and darns my clothes?  
And all my little failings knows,  
And kisses me before her beaux?

My sister.

And who, with all her crimps and curls,  
And silks and velvet, rings and pearls,  
Is just the dearest of all girls?

My sister.

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### THE GREAT LESSON.

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The first lesson that a young man should learn is that he knows nothing. The earlier and the more thoroughly this is learned, the better.

A home-bred youth, growing up in the light of parental admiration, with everything to foster his vanity and self-esteem, is surprised to find, and often unwilling to acknowledge, the superiority of people. But he is compelled to learn his own insignificance. His airs are ridiculed, his blunders are exposed, his wishes disregarded, and he is made to cut a sorry figure, until his self-conceit is abashed and he keenly feels that he knows nothing.

When a young man has thoroughly comprehended the fact that he knows nothing, and that intrinsically he is

of but little value, the next lesson is that the world cares nothing about him. He is the subject of no man's overwhelming admiration. Neither petted by the one sex nor envied by the other, he has to take care of himself. He will not be noticed until he becomes noticeable; he will not become noticeable until he does something to prove that he is some use to society. No recommendation or introduction will give him this, or ought to give him this. He must do something to be recognized as somebody.

The next lesson is that of patience. A man must learn to wait as well as to work, and to be content with those means of advancement in life which he may use with integrity and honor. Patience is one of the most difficult lessons to learn. It is natural for the mind to look for immediate results.

Let this, then, be understood at starting: that the patient conquest of difficulties which rise in the regular and legitimate channels of business and enterprise is not only essential in securing the success which a young man seeks in life, but essential also to that preparation of the mind requisite for the enjoyment of success, and for retaining it when gained. It is the general rule in all the world and in all time that unearned success is a curse.

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## LETTERS FROM OUR LITTLE PEOPLE.

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Again we have the pleasure of introducing you to several of our young folks in the schools through their most interesting letters. Many teachers have written us that their pupils have already derived a great deal of entertainment and benefit from these letters and a number of the girls are corresponding with one another thus constantly improving themselves in the most desirable art of letter writing.

These are all good letters, most of the writers living in



the western part of our State, and they tell us about our beautiful mountain scenery for which North Carolina is famous and of which we are very proud.

We hope that during the summer many of our eastern boys and girls may find their ways into the charming scenery of the west, and that many of our western boys and girls will visit the Teachers' Assembly at Morehead City and see the great Atlantic Ocean.

DAVIDSON RIVER, TRANSYLVANIA COUNTY, N. C.

*Mr. E. G. Harrell, Editor N. C. Teacher, Raleigh, N. C.*

DEAR SIR: I am a little girl eleven years old and wish to try for the reward you have offered to the boy or girl who will write the best letter to the N. C. TEACHER. I live in the western part of North Carolina, in Transylvania County, and near the town of Brevard. Transylvania is noted for its beautiful valleys, mountain scenery, and waterfalls. The valleys extend almost through the county on each side of the French Broad River. They are very fertile. We have three very pretty mountain views near Brevard. Rich Mountain, about sixteen miles distant, is said to be a beautiful view on both sides. On the North Carolina side the valleys of French Broad River. On the South Carolina side we have a fine view of Table Rock and Cæsar's Head. Both places of note. Our waterfalls are unsurpassed for their beauty. Our mountains are full of them. The largest near us are on Little river about eighteen miles. Glen Canon Falls are about two miles from my home, the only falls I have ever visited; the water glides over wide ledges of rock about two hundred yards, then pours off a number of feet into a large pool. We have other pretty waterfalls in our county. The Looking-Glass, the Conestee, Maiden Hair, and the Rocky Glen.

My father is a farmer. I am the only girl of the family. I have seven brothers; six larger and one smaller than myself. I go to school most of the time. I have been going one year and six months, had only four weeks holiday. I do not mind that, for I am anxious for an education. I study grammar, spelling, geography, Latin and arithmetic. We have a comfortable schoolhouse and a good teacher. Our schoolhouse is situated on the bank of Davidson river and in the midst of a walnut grove. It is a very pretty place for summer picnics. Our winters are very cold with a great deal of rainfall and snow. There is snow on the ground now, and I have a nice time snow-balling with my schoolmates. I had a nice Xmas and a happy New Year. I go to Sunday school every Sunday; my teacher gives a prize to the one that has the best lessons. We have preaching twice in every month at the Presbyterian church.

Rev. J. L. Wicker is our pastor. I belong to a little missionary band who work for Foreign Missions; we sent ten dollars last year. I raise chickens and sell eggs to make money. I have no pets except my little brother and my chickens. I am very fond of flowers; I cultivate some in boxes and some in the yard every summer.

Now I will close. I would like to get the reward you have offered, but will not be disappointed if I should fail.

Very respectfully,

PEARL MILLS.

DAVIDSON'S RIVER, TRANSYLVANIA COUNTY, N. C.

*Mr. E. G. Harrell, Editor N. C. Teacher, Raleigh, N. C.*

DEAR SIR: While you are receiving so many letters from the city girls and boys, would one from a country girl be acceptable?

I am a farmer's daughter, and enjoy the privilege of an out-door life. I go to school at Davidson's River. Our schoolhouse is comfortably situated on a little knoll near the bank of this beautiful stream, in the midst of a walnut grove; the Presbyterian church stands near by. We have a flourishing school of about forty-eight scholars. I am studying Latin, rhetoric, algebra and arithmetic. Rhetoric is my favorite study. My age is eighteen.

Our county is famed for its mountain sceneries, beautiful valley and health-giving atmosphere. Strangers often come from a distance to view the mountain sceneries, such as Rich Mountain, Dun's Rock, Looking-Glass Rock and Mount Pisgah. From these elevated peaks we view the beautiful French Broad river, winding its way through the spacious valley, widening and deepening as it flows to join streams of greater magnitude. And last, but not least, the beautiful waterfalls I must mention. We have the Looking-Glass Falls, Glen Canon, Connestee and Maiden Hair. All these are exquisite places of enjoyment.

Our friends visit us during the summer. We very often get up parties and go spend the day. Here we find the most beautiful flowers, gay twittering birds, and here we sit for hours fishing for the speckled trout, and watching the water leap from rock to rock as if it were hurrying on its journey, over the mosses, under the branches, to reach the broad, clear river.

And most we praise our country for is its health-giving atmosphere. It is seldom we have a case of fever here. Invalids often come here for pure air. Soon their health is restored, and they return to their homes singing praises for the "Land of the Sky."

The county-seat (Brevard) is a beautiful little town of about five hundred inhabitants; has four churches, two schoolhouses, nine storehouses, and one newspaper. We are soon to have a railroad, and then we must not be selfish with this lovely land, but every one who wishes may come and feast on the invigorating mountain air.

Respectfully,

LULA OSBORNE.



DAVIDSON RIVER, TRANSYLVANIA COUNTY, N. C.

*Mr. E. G. Harrell, Editor N. C. Teacher, Raleigh, N. C.*

DEAR SIR: In reply to your request in THE NORTH CAROLINA TEACHER, I will now write to give you an idea of our country, school and home.

Our country has the beautiful name of Transylvania. The inhabitants are estimated at about twenty-five thousand. The scenery of our country is very beautiful. I will give you the names of some of our most beautiful sceneries. First, I will begin with the Looking-Glass Rock. It is a beautiful place. The water leaps over about forty feet. Strangers come from far and near to visit it. It is a very difficult place to get to, but it is a beautiful place to go. Then Connestee and Maiden Hair Falls are also beautiful places. We also have beautiful mountains, most of which are about 2,200 feet above the level of the sea.

Our schoolhouse is situated near the bank of the lovely stream of Davidson river. Davidson river rises in about Cherryfield and flows into French Broad a few rods below the schoolhouse. French Broad is noted for its beautiful scenery.

I am going to school to Mr. McLeod, of Moore County. I like him splendid. There are forty-five in school. I enjoy going to school much better than staying at home. I am fifteen years of age, and am studying grammar, geography, arithmetic and algebra. I like all my studies, but algebra is my favorite study.

My home is situated on a stream called Turkey creek, a very beautiful place to live. There are eight of us in family. My father is a doctor.

I had a very nice Christmas and a happy New Year.

I will now close, as I have written nothing of interest.

Yours sincerely,

SOPHIA YOUNG.

DAVIDSON RIVER, TRANSYLVANIA COUNTY, N. C.

*Mr. E. G. Harrell, Editor N. C. Teacher, Raleigh, N. C.*

DEAR SIR: Our teacher told us to-day that you wanted to get a letter from every school in North Carolina, and I hope you will get an interesting letter from some of my schoolmates, as they are going to write to you.

I live in Transylvania County. Its name is derived from the Latin words *trans silva* (across the forest). Transylvania is noted for its beautiful scenery. We have many beautiful mountains, and also beautiful waterfalls. Large parties visit them in the summer, and frequently parties from Asheville and other places come to visit the most interesting places. I am a country girl, and enjoy all the out-door sports. I live two miles from Brevard, and go there to Sunday school most every Sunday. My father is a farmer, and my mother is dead. She has been dead four years. I have four sisters and two brothers. My older brother is not at home. He is in Georgia. He has been away from home about four years. I have three sisters older than myself, and one younger.

My youngest sister is ten years old. I am fourteen years old, and have a fair complexion, blue eyes and long curly hair.

I am going to school to Mr. McLeod. I have been going to school to him six months and have not missed a day. I guess he will teach five months longer, and I want to go as long as he teaches. He is a good teacher, and I like him splendid. I am trying to learn fast. I study grammar, geography, spelling, good morals and gentle manners, Latin, algebra and arithmetic. My favorite studies are gentle manners and Latin. I like them all, but I like those better. We have a nice time at school. We jump the rope at dinner and at recesses, but we have been snow-balling some the last week. The snow was not very deep, but we could have a nice time snow-balling one another. Our schoolhouse is situated near the bank of Davidson river. We have a comfortable school-room. We have two large stoves, and they keep the room warm.

Davidson river is a beautiful river, and flows into French Broad river, which is noted for the beauty of its scenery. It rises near Cherryfield and flows northeast into the Tennessee river.

I enjoy letter-writing. I have four correspondents. I like better the ones that write more often. I write to a girl in Arkansas by the name of Cara Nance, and I can say that I enjoy her letters. She writes interesting letters, and I like to read them, too.

We have no railroads here now, but we hope to have one some time in the future.

Well, I have not got any more time to write now, so I will close.

Your friend, JOSIE OSBORNE.

BREVARD, TRANSYLVANIA COUNTY, N. C.

*Mr. E. G. Harrell, Editor of N. C. Teacher, Raleigh, N. C.*

DEAR SIR: As you requested all the school children in North Carolina to write you a letter, I will write you one and tell you something about my county, my home, my school and myself.

Transylvania County is noted for its beautiful scenery; it has many mountains of considerable height, which are covered with vegetation, many lovely waterfalls, which furnish ample waterpower for manufacturers, and fertile valleys which produce wheat, corn, rye, oats, barley, potatoes, etc. I have visited some of the waterfalls of this county, but not all of them. I want to visit the ones I have not seen in the future.

I live in the country. My father, Lafayette Osborne, is a farmer. My mother is dead, she has been dead about four years. No one knows how to appreciate a mother's care until she sleeps in the cold and silent grave, and it is then too late. My home is situated at the foot of a hill, has pine trees around it and a lawn in front of it. I began going to school January 7th. Our schoolhouse is situated on the banks of Davidson's river and is surrounded by walnut trees. There are about fifty students in school, and Mr. McLeod is our teacher. I have six studies, namely: Rhetoric, algebra, history, Latin, good morals and gentle manners, and



Robinson's Complete Arithmetic. Rhetoric is my favorite study, although I try to get my other lessons well. I was sixteen years old the 11th of January. I am five feet and four inches tall, have light curly hair, fair complexion and blue eyes. I weigh one hundred and thirty-two pounds. I have never been out of the State of North Carolina, but hope to visit other places in the future. I correspond with friends living in South Carolina, Florida, Alabama and Texas. I will close my letter now, as I have nothing more to tell. I hope you will like my letter, I have taken much time in trying to get it written.

Respectfully,

SARAH OSBORNE.

DAVIDSON'S RIVER, N. C., February 11, 1895.

*Mr. E. G. Harrell, Editor Teacher, Raleigh, N. C.*

DEAR SIR: As you are very much interested in the school work of North Carolina, I will attempt to give you a brief description of our school and also of our country. Our school is taught by Mr. J. A. McLeod, Moore County, North Carolina. He has been teaching here for nine months and has just begun another term for six months. I am now sixteen years old, will be seventeen to-morrow. I had never gone to school but nine months before Mr. McLeod commenced teaching; since then I have been under his kind instructions. My studies are: Grammar, physical geography, United States History, algebra, Latin and arithmetic. I like to go to school very much and also like my teacher. We are under many obligations to you for sending us such a teacher as Mr. McLeod has proved himself to be. Our schoolhouse is situated in Transylvania County near the beautiful Davidson's river (from which it takes its name) and surrounded by a grove of walnut trees; it is also near the First Presbyterian church, Mr. Wicker is the supply of the church. My home is four miles from the schoolhouse; it is also four miles from the beautiful Looking-Glass Rock, which is given up by tourists to be the second largest rock in the world. Now, with its summits wrapped in snow and its borders set with icicles, from its loftiest heights you only have to turn your gaze westward to behold the Balsam Mountains clothed in their fair clad garments. Then only turn to the north, south and east to behold the Blue Ridge Mountains, Mt. Pisgah, and many others. We occupy, as is considered, one of the most unimportant counties of the State, yet it is not entirely devoid of interest to tourists. It is within its boundaries that the unsullied waters of the lovely French Broad river find their way to the surface, thus winding their way among the majestic mountains leaving behind picturesque valleys, which are of great importance to those who live within their bounds. There are also many beautiful waterfalls which are visited every season by a number of pleasure seekers.

Transylvania is sometimes called the Land of the Sky, which is a very appropriate name. I will close by saying, much success to all the schools.

Very respectfully,

NOLA ENGLISH.

LENOIR, N. C., February 23, 1895.

DEAR MR. EDITOR: I am a little girl eleven years old. I live in Lenoir. It is a pretty little village, nestling at the foot of the Blue Ridge. Twenty miles farther north, on the summit of the Blue Ridge, is Blowing Rock, the famous summer resort. Lenoir is noted for its good schools, churches and artists and musicians.

My little sister Corrinne and I go to Kirkwood School. It is a select school, and the reason it is called Kirkwood is because its beautiful grounds join the yard of our little Presbyterian church. I study grammar, arithmetic, spelling, geography and Latin. I am very fond of books. All the time I have to spare after my lessons are learned I spend in reading. My mamma says it is very important to cultivate a taste for good literature while you are young.

Corrinne and I play with dolls, ride horseback, read and have a nice time generally during vacation. We have to work some, too. We are going to learn to do all kinds of housework. I have three other sisters, all younger than myself—Marie and Alice (little twins), five, and last, little Christine, the baby and pet, who is two.

We have a very fine greyhound. She is very gentle and loving. She follows us everywhere we go. Sometimes she follows us to church. Her name is Flora.

Well, I will stop writing now, as I might trespass too far on your valuable space.

Your little friend,

HELEN CELESTE HENKEL.

LENOIR, N. C., February 7, 1895.

DEAR EDITOR: I am a little girl eight years old. I have two little sisters; one of them is five years old and the other two. I have a little brother dead. Papa is going to McDowell to spend the spring and part of the summer. I am going to school to Miss Emma Rankin. I study spelling, fifth reader, grammar, arithmetic and geography. The name of our school is Kirkwood. There are eighteen pupils in school. The school is about twenty-five years old.

Your little friend,

MARY LIZZIE MILLER.

SWANN'S STATION, February 19, 1895.

*Mr. E. G. Harrell, Editor, Raleigh, N. C.*

DEAR SIR: Letter writing is not my forte, but since my teacher wishes me to write I will try. I am only eleven years old, I began school at seven, so I have been about four years. There are five in family—papa, mamma, brother, sister and myself, I am the oldest child. My father is a merchant. I am going to school now. My teacher's name is Miss Lizzie Arnold; she is my cousin; she boards with us. I love her dearly; she is strict, but I like her all the same. I like to go to school very



much and I hope I can get a thorough education. We have been going to school in a nice house at Morris' Chapel, two miles from home, where we had a nice chart and good desks, until this year; now the house is not so nice but is nearer home. We have thirty-five pupils enrolled; we have a nice time at noon; we do not have any other recess. I study dictionary, speller, Harvey's grammar, geography, sixth reader, physiology, arithmetic and writing. I have been through my geography and nearly through grammar. I am to percentage in my third arithmetic. I am studying music now, don't like it very much, I just study it because papa wants me to, he likes it so much. I am going to study painting and drawing real soon, and Latin too, so I will be real busy. My brother and sister go to school and are getting along very well. My brother's name is Ernest, he is nine years old; and my sister's name is Bessie, she is six. We have a nice large new house at Swann's Station, we moved into it just before Christmas. I had a delightful time Christmas, Old Santa Claus brought me a great many things. What kind of a time did all the little boys and girls have up that way? I know they had a pleasant time, for it is so much more lively in town. I like to live in the country very much, but we do not have the advantages that the city children do. To-day is letter day at school, we all have to write a letter every Tuesday and I do hate to write letters; mamma has to make me write to my little cousins. I dearly like to get letters but I do not like to answer them. THE TEACHER came yesterday and we all read all the letters; I like to read them very much. It is nearly time to get my lessons, so I will close. Wishing you a very happy and prosperous year,

I am, respectfully,

GRACE SIKES.

TROY, N. C., February 21, 1895.

*Mr. E. G. Harrell, Editor N. C. Teacher, Raleigh, N. C.*

DEAR SIR: I take great pleasure in complying with the request of my teacher that I should write you a letter telling you something of our school.

The Academy is situated in the suburbs of the town, and is a new building, not quite completed, but that does not interfere with our work, for we are very ambitious to please our teacher, who has shown by such marked fidelity his great interest in our future welfare. Perhaps you wonder what this gentleman's name is. It is Prof. A. P. Harris, who no doubt needs no introduction.

My home is in Fayetteville, N. C. I am up here going to school; came with my sister, who is the music teacher in the High School. I like to stay here very much. The people are exceedingly kind, which makes it very pleasant for me.

We will be very glad to have you attend our commencement next May and see what we are doing in our little village among the hills.

Sincerely,

KATIE GASTER.

TROY, N. C., February 20, 1895.

*Mr. E. G. Harrell, Editor N. C. Teacher, Raleigh, N. C.*

DEAR SIR: I will try to write you a letter and tell you about our school. I am going to school to Prof. A. P. Harris, Troy, N. C. I like to go to school very much. We have about thirty or thirty-five pupils enrolled. I study grammar, geography, reader, arithmetic, dictionary and music.

I am a little girl fourteen years of age. I have a father, and one brother who is younger than myself. My mother died when I was only two years of age. My father is in the Indian Territory now. I haven't seen him in six years. I live with my grandpa and grandma at Pekiu, N. C.

Our music teacher, Miss Annie Gaster, of Fayetteville, N. C., graduated at Greensboro Female College, and the principal, Prof. A. P. Harris, graduated at Wake Forest College.

I will close my letter to-night.

Yours respectfully, SALLIE E. HAILEY.

TROY, N. C., February 20, 1895.

*Mr. E. G. Harrell, Editor N. C. Teacher, Raleigh, N. C.*

DEAR SIR: I will try to do my best on writing you a letter, as my teacher said you wanted us to do. I thought I would write and tell you a little about our school.

We have an Academy, where our school is carried on. The school-room is very comfortable, indeed, and is very easy to heat. We have about thirty pupils enrolled. The Academy is situated in an oak grove a little out of the town of Troy. We have only two of the rooms completed—the room where we have school, and the music-room. Our teacher is a graduate of Wake Forest College. The music teacher is a graduate of Greensboro Female College. She is a very nice and good teacher.

There are ten in our family. I have six brothers; father and mother both living. I have a dear old uncle, who lives with us. I haven't a sister. I am the youngest in the family. I have two brothers who have graduated; one graduated at Wake Forest College in his studies, ready for school-teaching, and my other brother went to Nashville, Tenn., and took a course in bookkeeping. I began school when I was nine years of age. I am now eleven; will soon be twelve. I am very large for my age. I study Harvey's English Grammar, Maury's Geography, United States History, Robinson's New Practical Arithmetic, spelling and music.

There are no railroads running to Troy. There are five stores in town. Troy is not my home. I am just here going to school. My home is about eight miles from here, located on a farm. My father is a farmer. I have a brother who is a farmer, and he will not do anything else but farm.

Yours respectfully, BERTIE HARRIS.



POWELLSVILLE, N. C., March 8, 1895.

*Mr. Editor:*

My teacher has told me about the prize you offered to the boy or girl who writes the nicest letter; so I have determined to try for it, as I am of the right age.

I am going to school now in the country. I have never been to a high school. I would like very much to have a thorough education. The place at which I am going to school is very common. It is situated in the woods, nearly half a mile from the public road. When it rains the yard is covered with water and is very muddy. The house is not plastered, and there are some very large cracks all about. The doorsteps are crazy, and some cracks in the floor large enough to put my finger through. My teacher is Miss Olivia Tayloe. She had thirty-eight pupils until the weather got so bad that the children who lived a long distance could not come. We have had the severest weather I ever felt in my life, but I did not stop school a day.

We were going to celebrate Washington's Birthday, but the children did not come to practice their pieces; so we have put it off until the last day of school. That is always a day of enjoyment to the children.

I am one of the largest students in school, and study geography, grammar, arithmetic, history, spelling and writing. We have no nice desks to write at, as we wish.

My father (Mr. Zachary Tayloe) is a farmer. I help him do all kind of work on the farm. We are seven in family—father, mother, three brothers and one sister. My baby-brother died last summer. I am a girl fifteen years old, and the oldest child.

I took a nice pleasure-trip last summer to Morehead City. I met you there in the Atlantic Hotel, but I guess you have forgotten me. I was with my teacher, Miss Olivia Tayloe. I guess you know her. I had the nicest time I ever had in my life. I think it did me good. I would be glad to attend the Teachers' Assembly again next summer.

Your friend,

ELLA R. TAYLOE.

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### TEACHERS' TEST QUESTIONS.

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1. Are the pupils all quietly busy at work?
2. Is the noise in my room the noise of a confusion or the hum of business?
3. Am I interrupted by questions during recitation?
4. Am I sure that the annoyance which that boy causes me is solely his fault? Am I not partly to blame?

# North Carolina Teachers' Assembly.

## ORGANIZATION 1894-'95.

C. B. DENSON, President, Raleigh.

E. G. HARRELL, Sec. and Treas., Raleigh.

MISS SOPHIA MARTIN, Avoca, Music Director.

MISS MAMIE BULLA, Asheboro, Assistant Music Director.

### VICE-PRESIDENTS :

- |                                |                                 |
|--------------------------------|---------------------------------|
| 1. J. Y. JOYNER, Greensboro.   | 5. W. J. FERRALL, Wake Forest.  |
| 2. W. H. RAGSDALE, Greenville. | 6. MISS HATTIE NIXON, Windfall. |
| 3. J. H. HORNER, Oxford.       | 7. MISS ELIZA POOL, Raleigh.    |
| 4. L. W. CRAWFORD, Durham.     | 8. JAS. ATKINS, Asheville.      |
| 9. A. T. ATKINSON, Goldsboro.  |                                 |

### EXECUTIVE COMMITTEE.

- |   |                           |
|---|---------------------------|
| C. B. DENSON, <i>ex officio</i> Ch'n, Raleigh.  | M. L. SHIPMAN, Brevard.   |
| E. G. HARRELL, <i>ex officio</i> Sec., Raleigh. | JAMES DINWIDDIE, Raleigh. |
| C. F. SILER, Holly Springs.                     | C. W. TOMS, Durham.       |
| P. P. CLAXTON, Chapel Hill.                     | E. P. MOSES, Raleigh.     |
| JOSEPH KINSEY, LaGrange.                        |                           |

### COUNSELLORS :

Each County Superintendent in North Carolina.

### TWELFTH ANNUAL SESSION.

Morehead City, Tuesday, June 18, to July 1, 1895.

MISS MAMIE BULLA, of Asheboro, has been selected as Assistant Director of Music at the Assembly this session.

THE PROGRAMME will appear in next number of THE TEACHER. We know you will be delighted with it, for it will furnish something to entertain, interest and benefit every teacher.

WOULD IT NOT be a good idea for each school for girls in the State to have an Alumni Reunion this summer at Morehead? It would be an exceedingly pleasant occasion, and one to be enjoyed in memory for many years.



THE EDUCATIONAL EXHIBIT at the Assembly this summer will be very fine. Several leading schools have already applied for space for an exhibit.

LETTERS HAVE BEEN received by the Secretary from leading schools in Georgia and South Carolina, proposing to make up parties of teachers in our sister States to visit the Assembly this summer. A most cordial North Carolina welcome is extended to every co-worker to come and be one of us in this delightful meeting.

IF YOUR SCHOOL is doing real good work, why do you not carry some specimens of it for exhibition at the Assembly, so that other teachers may gain some help and new ideas from it? We believe that every school in North Carolina can bring some evidences of its good work that will be creditable in the School Exhibit at the Assembly.

THE ATLANTIC HOTEL has been leased to Mr. Wink Taylor, of Columbia, S. C., who will be proprietor and manager this season. Mr. Taylor is already a hotel man of fine reputation, and the Assembly will be pleased as his guests at Morehead City in June, and the teachers will have the same low rates of board and liberal privileges as heretofore.

ARE YOU INTERESTED in your Teachers' Assembly? Of course you are. Then be sure to be with the brotherhood at Morehead City for at least a week in June, and bring your friends with you. From the unusual interest already manifested everywhere throughout the State, we may judge that the session this summer will be the grandest and most enjoyable of all.

IT IS NOT now too early to begin to arrange your plans for the summer, so that you will not be disappointed in making your visit to the Teachers' Assembly. If you have not met your co-workers in this delightful meeting during the past two or three years, you may have been losing some

of your influence as a teacher, and you cannot afford to be absent from the meeting this year.

DR. A. E. WINSHIP! Dr. J. L. M. Curry! Dr. W. A. Mowry! Isn't this a grand combination of educational light for our teachers this summer? All of these eminent educators have accepted engagements and will be at the Assembly this summer. No other teachers' convention this year will have, or can have, higher talent and intellect than this to instruct them.

THERE IS NO PLACE on earth, no matter what may be the name, whether "normal school," "summer school," "school of methods," or anything else, where a North Carolina teacher can derive so much benefit or inspiration for the work of a North Carolina teacher as in their own Teachers' Assembly. This fact has been demonstrated by twelve years of close observation and experience.

TALK UP your Teachers' Assembly. Tell your friends about the coming meeting, and that they may enjoy its privileges the same as the teachers. If any of your fellow-teachers should be so indifferent to ambition and progressiveness in their work as to feel that they can stay at home when the profession is in consultation at the Assembly, reason with them faithfully and persuade them to attend the session in June.

IN ANSWER to many inquiries which have been received concerning the Music Contest, we will say that the piece of music to be read and played at sight is not to be over number two grade of difficulty, and only two pages are required to be played. Each player may render any piece she desires as her "set-piece," not over ten minutes in length. If the piece is longer than this limit, she may select any portion of it to occupy the time.

THE TEACHERS and other guests at the Atlantic Hotel will find that music will be a special attraction during the



coming season. Burns' Concert Orchestra, of Savannah, has been engaged, and is known as one of the finest orchestras in the country, being the only organization of the kind in the South, every member of which is a soloist on his instrument, with years of experience in concert business. The music will be under the personal direction of Mr. D. M. Burns, military bandmaster and cornet soloist, and the daily concerts will embrace the finest compositions of the best arrangers. Their repertoire is full and varied, with a carefully selected stock of the best dance music to charm those who delight in "tripping the light fantastic toe." The concert and dancing hall is conceded to be one of the finest and largest to be found at any resort, North or South.

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WHAT A CHARMING TRIP it will be to Denver! All arrangements have been perfected for the teachers' party that is to attend the meeting of the National Educational Association in July, just after the close of the Teachers' Assembly. The party will leave Raleigh July 5, each person having choice of route by Asheville or by Atlanta, all to unite at Chattanooga. The railroad rate is one fare for the round trip, and sleeping-car expenses will be only three dollars when two persons occupy a double berth. Teachers may attend the famous Summer School at Colorado Springs on the return trip at a cost of only six dollars a week for board. Persons desiring to join the party should send their names at once to Capt. C. B. Denson, Raleigh, President of the Teachers' Assembly, or E. G. Harrell, Raleigh, Secretary of the Teachers' Assembly, stating clearly which route they prefer and what sleeping-car accommodations are desired.

## EDITORIAL.

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“Carolina! Carolina! Heaven’s blessings attend her,  
While we live we will cherish, protect and defend her;  
Though the scorner may sneer at and witlings defame her,  
Our hearts swell with gladness whenever we name her.”

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### SOMETHING OF AN IMPOSITION.

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It seems to us that the National Educational Association gets more free advertising out of the educational journals of the United States than it is entitled to. In our exchanges we find page after page and column after column of matter relating to this Association, for which we know not even one cent has been paid. This is not just to their regular advertisers. The National Association and the city in which the meeting is held are more benefited by this advertising than is anybody else. The Association is abundantly able to pay for the advertising, and all educational journals should require regular rates for inserting the matter. The *National Association Bulletin* has never offered to insert an advertisement of the educational journals free of charge, and no consideration or special courtesies whatever are shown to editors—not even the concession of free membership. The educational press has been imposed upon about long enough by the National Educational Association, and for one humble member THE NORTH CAROLINA TEACHER says to the officers, “Send along your columns of information, with check according to our rates, and we will do all the advertising you desire,” and we hope other educational journals will have the independence and manliness to take a similar stand for justice. It is well known that the Association pays well for all of its expenses except newspaper



advertising, and the editors and printers should be paid for their work just the same as other people. The only advertising which benefits the National Association is that done by the newspapers, and this is the only work, within our knowledge, done for the Association for which nothing at all is paid. This is not right, but it is a great imposition upon the educational press of our country.

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WE WILL BE GLAD to have the views of our readers upon all educational matters relating to the welfare of North Carolina schools.

HOW CAN WE improve our rural schools? Every institute and association is discussing this question. There is but one emphatic and true answer—*more money*.

THE NEW SUBSCRIPTIONS have been rapidly coming in with the new year. It is gratifying to read in nearly every letter that "I cannot do without THE TEACHER."

THE EDITOR has been suffering nearly a month with a severe attack of gripe, and therefore begs indulgence for unavoidable delay in appearance of this number of THE TEACHER.

SUPERINTENDENT E. P. MOSES, of the Raleigh schools, has prepared and published a "Phonic First Reader," to be followed by others of a series. The books will be of interest to all who teach reading upon the phonic method.

THE LEGISLATURE increased the school tax from sixteen to eighteen cents. This is well; and if the same Legislature had carefully let alone our excellent public school system we would soon have had a four-months public school in every district in North Carolina. To increase a school tax and then abolish every person who is interested in the proper disbursement of the fund is, to say the least, very poor judgment.

THE LETTERS from our young people are becoming even more interesting. We hope to have a letter from every public and private school in the State, and every letter will be published. Teachers write us that their pupils are greatly improving in letter writing under the inspiration of this competition in THE TEACHER.

THIS is tree-planting time, and many teachers are setting out trees about their school-grounds. Some have asked information in regard to our State Tree, and in reply we will say that by almost unanimous vote of the children in our schools the WHITE OAK was selected as the forestry emblem of North Carolina. This noble tree is slow of growth, but it has long life, and in selecting your trees be sure to have at least one or two white oaks on your school-grounds.

THE LEGISLATURE *almost* established the Reform School for Young Criminals which had been asked for by the Teachers' Assembly. The bill to appropriate \$25,000 for the school passed the Senate and had passed the House on second reading about the close of the session, but its enemies secured a postponement of third reading until next day. On the next day there was not a quorum present, and thus the establishment of this much-needed school was defeated. The same enemies took away \$2,000 from the pitiful amount for the support of the Home for disabled Confederate soldiers!

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## ABOUT OUR TEACHERS AND SCHOOLS.

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MISS EVA ETHERIDGE is teaching at Rich Square.

MISS SALLIE GILLIAM has a good school at Eden House, Bertie County.

MR. A. P. HARRIS is principal of the High School at Troy for boys and girls.

MISS ISLA COUNCIL (Greensboro Female College) is in charge of the school at Leasburg.



MR. B. B. DOUGHERTY has a very fine school at Globe, and his patrons are pleased with his work.

MISS MARTHA HENLEY (Guilford College) is teaching at Carraway, and the school is doing well.

A NEW educational journal is to be published at Chapel Hill with Rev. Baylus Cade as editor. Our best wishes are extended.

REV. A. B. HUNTER and wife, of St. Augustine Normal School, Raleigh, are visiting northern cities in the interest of that institution.

MISS NOTRE JOHNSON has closed her school at Randleman, and accepted a position as governess in the family of Mr. J. H. Ferree.

MR. W. D. HORNER, of Henderson, has assumed charge of Windsor Academy for Boys and Girls. Mr. J. N. Kenney will be his associate principal.

WE REGRET to learn that Miss Bettie Brown has been compelled to discontinue her school in Chowan County on account of ill health. We hope she may soon be fully restored.

MISS MARY DODSON, a teacher in the Concord Graded School, had a leg broken during the cold weather while coasting down a hill on a sled with a merry party of companions.

MISS MAMIE BARBER has established a most excellent and successful Home School for Young Ladies and Girls near Wilkesboro. She is an accomplished teacher, and a girl can be placed in no better training than Miss Barber's.

Mr. E. Lee Fox is principal of Friendship High School and Business Institute at Carter Mills, Alamance County. The school is in excellent condition, now having an enrollment of ninety students. Its pupils are prepared for any of our colleges.

PROF. CHARLES F. MESERVE, president of Shaw University, Raleigh, has decided not to accept his recent flattering election as Indian Agent with office at Washington and will remain with Shaw University. We are greatly pleased at this decision.

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## CUPID AMONG OUR TEACHERS.

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ON THURSDAY, February 21, MISS BESSIE F. FANNING, a teacher in the Graded School at Durham, was married to DR. HAMILTON M. WEEDON, of Eufaula, Alabama. Rev. L. B. Turnbull was the officiating minister. Mr. and Mrs. Weedon will reside at Eufaula.

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### IN MEMORIAM.

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"Death hath made no breach  
In love and sympathy, in hope and trust.  
No outward sign or sound our ears can reach,  
But there's an inward, spiritual speech  
That greets us still, though mortal tongues be dust.  
It bids us do the work that they laid down--  
Take up the song where they broke off the strain;  
So, journeying till we reach the heavenly town,  
Where are laid up our treasure and our crown,  
And our lost loved ones will be found again."

---

MR. WILBUR E. ORMOND, founder and for a long time principal of Burlington Academy, died at his home in Greene County on February 18, of consumption.

REV. ROBERT BURWELL, D. D., perhaps the oldest teacher in the State, died at his home in Raleigh, March, 1895, at the age of ninety-two years. Dr. Burwell was widely known and universally beloved. He conducted a successful finishing school for girls in Charlotte, afterwards moving to Raleigh where he founded Peace Institute for young ladies, which institution is noted throughout our entire Southland as one of the highest institutions of its kind. Truly an educational leader hath fallen.

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## NEW PUBLIC SCHOOL BOOKS.

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*To County Superintendents and Public School Teachers:*

At a regular meeting of the State Board of Education, held in Raleigh, on the first Tuesday in April, 1893, the following new text-books were unanimously adopted for use in all the public schools of the State:

**North Carolina Practical Spelling Book, 20 Cents.**

(In exchange for old Speller now in use, 12 cents.)


**Williams' Reader for Beginners, - - 15 Cents.**

(To precede the First Reader.)

These prices include transportation to persons ordering. A liberal discount will be made to dealers and teachers. Send orders to

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 *The sales of each book are very large, and all orders will be filled as rapidly as possible.*

# THE NORTH CAROLINA TEACHER.

VOL. XII.

RALEIGH, MARCH and APRIL, 1895.

NOS. 7 and 8.

EUGENE G. HARRELL,

EDITOR.

## DOROTHY'S MUSTN'TS.

ELLA WHEELER WILCOX.

I'm sick of "mustn'ts," said Dorothy D ;  
Sick of "mustn'ts" as I can be.  
From early morn till the close of day,  
I hear a mustn't and never a "may."  
It's "you mustn't lie there like a sleepy head ;"  
And "you mustn't sit up when it's time for bed ;"  
"You mustn't cry when I comb your curls ;"  
"You mustn't play with those noisy girls ;"  
"You mustn't be silent when spoken to ;"  
"You mustn't chatter as parrots do ;"  
"You mustn't be pert and you mustn't be proud ;"  
"You mustn't giggle or laugh aloud ;"  
"You mustn't rumple your nice, clean dress ;"  
"You mustn't nod in place of yes ;"  
So all day long the "mustn'ts" go,  
'Till I dream at night of an endless row  
Of goblin "mustn'ts" with great big eyes,  
That stare at me in shocked surprise.  
Oh ! I hope I shall live to see the day  
When some one will say to me, "Dear, you may ;"  
For I'm sick of mustn'ts, said Dorothy D ;  
Sick of mustn'ts as I can be.

—*Wide Awake.*



A BRIEF HOSPITALITY LESSON.

---

Mind your own business.

Avoid curiosity and argument.

Go directly when the call or visit is ended.

Do not make a hobby of personal infirmities.

Do not forget bathing facilities for the traveler.

"Make yourself at home"—but not too much so.

In ministering to the guests do not neglect the family.

Conform to the customs of the house, especially as to meals.

Let no member of the family intrude in the guest chamber.

Do not make unnecessary work for others, even servants.

Be courteous, but not to the extent of surrendering principles.

Do not gossip—there are better things in life to talk about.

When several guests are present give a share of attention to all.

Introduce games and diversions, but only such as are agreeable.

Better simple food with pleasure than luxuries with annoyance, extra work, and worry.

A guest need not accept every proposed entertainment—he should be considerate of himself and his host.

Learn the likes and dislikes of those entertained; but not through the medium of an imperative catechism.

Have no strained formalities at the dining table, in the sitting room or any where else in the house.

Never propose entertainment for a guest unless all arrangements have been fully provided for the occasion.

Never discuss religion or politics, for thus the bitterest enemies are made.

It is the duty of the guest to try to be entertaining as well as the host.

FRESH AIR IN THE SCHOOL ROOM.

---

The editor of *THE TEACHER* may be considered somewhat of "a fresh air crank," and he is very proud of this honor. Twice in the existence of the editor has his life been saved by an abundance of God's pure fresh air and it is natural that he should be zealous in furthering every means of giving this same pure air to every child in every school room in this broad land. Many children have weak lungs and these require constantly a breathing atmosphere which is wholly free from all contaminations, yet we have entered school rooms where the air was so foul that it would give consumption to the strongest lungs if breathed continually for three months.

Every device for mechanical ventilation of which we have any knowlege is a complete failure. A school room which does not have from four to six windows that can be lowered from the top, from one inch to the entire length as may be needed, would serve its best purpose to humanity if a torch were applied to it.

In this connection we find in a recent number of *The School Journal* an interesting conversation between a school principal and one of his patrons, and parallel cases may be found throughout the length and breadth of this country :

"Prin. of school: "I am very sorry to learn, Mr. B— that you have taken your two children out of school. I should like to know what reason you had for doing it. Perhaps there is some misunderstanding that I can rectify."

Mr. B—: "I assure you, sir, that the removal of the children had nothing to do with the matter of instruction, or of school government. It was a case of life or death, as I look at it. My little girl, as you know, is not strong—has weak lungs, and is otherwise delicate, and I have always tried to have the best hygienic condition about her. I have kept her out in the fresh air, and have taken particular pains to have her sleeping-room well ventilated, so that she could always breathe pure air.

Well, I never dreamed but that she was having good air to breathe at school. The idea didn't occur to me that it could be otherwise, with so much talk afloat of 'methods this' and 'methods that,' in the matter of



instruction, and with the very subject of hygiene made compulsory in the school.

But a few days ago I wanted to see Alice before she went home from school and I called at your building, and the janitor told me in what room I would find her. I went to the room indicated and found her class just coming out, but Alice had waited to speak to her teacher and I stepped into the room.

You may not understand the sudden feeling of nausea, but as surely as I stand here I had to put my hand over my nose and get out of that room. The air was perfectly vile—it was worse than vile. It makes me sick to think of that odor now—and my little girl had been in there breathing that air for three-quarters of an hour!

The teacher didn't know the air was insufferable. No, indeed. She had been breathing it with the rest, and was used to it, but to one going in from the pure fresh air out-of-doors, it was horrible. And how could it be otherwise? Some fifty pupils that had been in there, breathing that air over and over again, some of the pupils not over cleanly, and some affected with incipient disease that made the exhalations from their lungs dangerous."

Prin. of school: "But there are ventilators in all our school-rooms, Mr. B—."

Mr. B—: "Yes, I noticed in that room a grating about eight by ten inches opening into the chimney. How often do you think the air in that room would be renewed by means of that ventilator?"

Prin. of school: "Well, perhaps every half-hour, *if there is a good draught in the chimney.*"

Mr. B—: "Let us call it half an hour, though I do not believe that ordinarily the air would be renewed in that time. Now, how long would it take for fifty pupils to breathe over every cubic foot of air in that room? Not over five minutes, would it?"

Prin. of school: "No, I suppose not."

Mr. B—: "Then for the next twenty-five minutes my little girl was breathing over the air that had been in dozens of other lungs before! I won't subject her to such horrible conditions."

This is but one case of many, many thousands where the school room is purely and simply a death trap for our children, because the pure fresh air of Heaven is withheld from them by the ignorance or thoughtlessness of some teacher or principal, who is, at the same time, digging away the pillars of her own health and strength.

We hope that all the people may be fully aroused to the importance of this subject and that soon the unventilated school room will be relegated to the confines of barbarism to which it only properly belongs.

THE SCHOOL-ROOM.

---

Make it as attractive and homelike as possible.

See that it is properly heated and ventilated and you will take a long stride toward maintaining order.

See that it is always neat, tidy and clean.

Correct the habit of entering the room with muddy feet by merely looking at the feet that are thus loaded until the owner's attention is attracted, but say nothing.

Do not allow pupils to abuse the room by cutting or marring it or its furniture.

Provide curtains for the windows.

Use care in seating with reference to light, heat, etc.

Urge your students to assist in keeping the room in order.

Before dismissing school for the night, see that each student carefully arranges his books and picks up all the scraps of paper which may be under his desk.—*The School Record*.

---

HANDY TO HAVE IN THE SCHOOL-ROOM.

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Red Ink.

Colored crayons.

A bottle of mucilage.

A box of water-colors.

A box of rubber bands.

Pads of paper of various shapes and qualities.

Paper stencils of maps, animals, distinguished men, etc.

Smooth, clean, wrapping paper and a ball of twine.

Artists' thumb tacks to fasten up home-made charts, pictures, etc.

A rubber pen which costs twenty-five cents and is invaluable in making charts on manilla paper.

Some simple remedies—a bottle of camphor for "faints" and other emergencies; a bottle of vaseline; court plaster;



soft cloth for bandages; a harmless headache remedy. With these on hand, trifling ills and accidents can be attended to easily, and the child need not lose valuable time by being sent home for care.

A roll of manilla paper for making maps, charts, and pictures. If you wait to send for it when the brilliant idea siezes you, it may have fled ere you get your materials together.

Plenty of paper and envelopes of good quality and *matched as to color and size*. Teachers have been known to write notes to parents using stationery that was disgraceful—soiled, crumpled scraps of paper, dingy envelopes, or perhaps no envelope at all—a large sheet of paper with a small envelope necessitating much folding and creasing of the paper. All this affects the teacher's standing and reputation in the community. The teacher should see that her paper and envelopes are above reproach.

A large manilla envelope for newspaper clippings. These are manufactured expressly for letter files but are invaluable for scraps. Each one contains twenty-six pockets labeled alphabetically. Fold your scraps to a convenient size with the title on the outside. With a blue pencil underline the principal word of the title and put the clippings in the pocket under the appropriate initial letter.

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## CURIOSITIES OF THE FACE.

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THE LEFT SIDE THE PRETTIEST, BUT THE RIGHT MOST  
CHARACTERISTIC.

---

The other afternoon I was in the studio of a well-known photographer. With me was an artistic friend who called my attention to a peculiarity of the photographs arranged around the walls. There were pretty women in abund-

ance, and children and men in all kinds of poses and costumes.

"Did you ever notice," said my friend, "that nine out of ten of the pictures one sees show the left side of the face?"

"No," I answered; "I never did; nor can I imagine why such should be the case."

"There is a very good reason for it, which lies in the fact that in the vast majority of cases the left side of the face is the good-looking side. Every photographer knows this and takes advantage of it. Now look around the room and see if it is not as I tell you."

A careful investigation showed me the absolute correctness of my friend's observation. In the whole studio there were not more than a half a dozen photographs showing the right side of the face, and none of them seemed to be at all flattering.

"On the other hand," continued the artist, "if you want to get at the real strength and character of a person's face, study the right side of it—the ugly side, as portrait-painters sometimes call it. There you will find the lines bold and harsh, with every defect accentuated. On the left side, however, everything is softened down, and the face is at its best.

"Whenever you suspect a man of trickery or deceit—and this rule applies equally to the fair sex—stand on the right and watch the expression closely. There never yet was an actor skillful enough to cover up the marks of his real personality, which are stamped by nature for the man who likes to read on the right side of the face."—*Ex.*

---

### READING HINTS.

---

There should be great variety in methods of conducting a reading recitation. Here are a few suggestions, each designed for occasional practice.

Let one pupil read the entire lesson.



Let the entire hour be devoted to reading, without one word of criticism, each pupil reading for three or five minutes. This, of course, presupposes that they are reading from a single story, biography, history, etc. It is a good thing for them to read a week without a single criticism on the part of teacher or pupil. They will learn to read by reading.

It is well to have each pupil read but a single sentence, considering himself responsible for giving the inflection and spirit necessary for the good understanding of the thought.

Have each pupil read to the next punctuation mark, leaving the inflection just right for the next reader.

Give one pupil a short, complete, simple selection, entirely new to him and the class. Let him read this silently, and then tell the class about it. Allow the class to question him upon it.

In a large number of recitations it is well to have absolutely no reading aloud. Have the recitation consist of a study of the thought of the author, noting emphasis, inflection, etc., at different points.

Have the pupils sit while reading.

Sometimes have each pupil stand by his desk while reading.

Sometimes have the entire class stand by their seats during the entire reading exercises.

Sometimes select in advance those who are to read, and have them sit upon the platform during the exercise, and read sitting.

Sometimes have one pupil read a long selection, going before the class independently, with courtesy and gesture if needed, and read standing.

Have some sight reading.

Have some of the lessons honestly studied, with hard work put into their preparation.

Have several successive lessons studied, earnestly studied, for time emphasis, stress emphasis, etc.

Have some lessons studied for inflection.

There must be great variety of reading material.

We have no sympathy with the sentimentality that would banish the higher grade reading books. They were never more needed, but they should be used occasionally, not abused continually.

The world has no use to-day for old-fashioned reading from the school reader in the same way day after day throughout the year.—*Warren Winthrop*.

---

### GREETING TO THE GRADUATE.

---

All hail the sweet girl graduate, with manner shy and yet sedate, as she steps out to advocate enlarging woman's sphere. She holds an essay in her hand and wants to have you understand she and her sister will demand the suffrage they hold dear. Her gown is of a snowy white; she blushes in her timid fright, but she's determined still to fight until she gets a vote; she's also ready to discuss the dangers that now menace us and she can tell why and thus of everything afloat. We love the sweet girl graduate; we like to hear her gravely state her thoughts in ponderous debate on all important matters; we know that she will change her tune and turn to other subjects soon, as Time, before another June, her wild ambition shatters. O sweet girl graduate bravo! It's nice to see how much you know about the things that queer us so—your teaching still continue; go on discussing science, art, George Washington and Bonaparte, until you get a change of heart and Cupid comes to win you.—*Berkshire Sunday Record*.

---

### MEMORY LINES.

---

If you have occasion "to keep in" to have lost or idled time made good, ask the boy to commit to memory one or more of the following:



*E. P. Roe:* The boy who resolves to do one thing honorably and thoroughly, and who sets about it at once, will attain usefulness and eminence.

*Charles Dickens:* Do all the good you can and make as little fuss about it as possible.

*Macaulay:* The world generally gives its admiration, not to the man who does what nobody else ever attempts to do, but to the man who does best what multitudes do well.

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### A GOOD FOUNDATION.

---

Many a youth begins wrong on entering his classes. Instead of mastering his lessons he will deceive his teacher and seem to know his lessons when he has not even studied them closely. He desires the students and teachers to think well of his recitations, and he deceives them as to his preparation.

How much better is it to be honest and learn thoroughly what one undertakes. It should be remembered that rush and hurrah are no indications of greatness, either present or prospective. True, the lazy never succeed, because they never persistently try.

The history of men shows that it is the determined, average boy, that stands the best chance, one who never passes over a thing not understood.

The brilliant boy soon over-reaches himself, and depends on fits and starts to carry him through. The average plodder depends on work, thought and persistence. He does not depend on inspiration, but on personal and retarded effort.

---

THE county examiners of teachers are to be appointed by the Clerks of the Court. Some of these clerks are unfriendly to the public schools, but we shall hope for the best.

## “DECLINED WITH THANKS” IN CHINESE.

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The following is said to be an exact translation of the letter sent by a Chinese editor to a would-be contributor, whose manuscript he found necessary to return.

“Illustrious brother of the sun and moon—Behold thy servant prostrate before thy feet. I kowtow to thee and beg that of thy graciousness thou mayst grant that I may speak and live. Thy honored manuscript has deigned to cast the light of its august countenance upon us. With raptures we have perused it. By the bones of my ancestors never have I encountered such wit, such pathos, such lofty thought. With fear and trembling I return the writing. Were I to publish the treasure you sent me, the Emperor would order that it should be made the standard, and that none be published except such as equaled it. Knowing literature as I do, and that it would be impossible in ten thousand years to equal what you have done, I send your writing back. Ten thousand times I crave your pardon. Behold, my head is at your feet. Do what you will. Your servant’s servant,

“THE EDITOR.”

---

## A SUNBEAM.

---

The greatest of physical paradoxes is the sunbeam.

It is the most potent and versatile force we have, and yet it behaves itself like the gentlest and most accommodating. Nothing can fall softly or more silently upon the earth than the rays of our great luminary—not even the featherly flakes of snow which tread their way through the atmosphere as if they were too filmy to yield to the demands of gravity like grosser things.

The most delicate slip of gold leaf, exposed as a target to the sun’s shafts, is not stirred to the extent of a hair, though an infant’s faintest breath would set it into motion.



The tenderest of human organs—the apple of the eye—though pierced and buffeted each day by thousands of sunbeams, suffers no pain during the process, but rejoices in their sweetness, blesses the useful light.

Yet a few of those rays, insinuating themselves into a mass of iron will compel the closely knit particles to separate, and will move the whole enormous fabric with as much ease as a giant would stir a straw.

The play of those beams upon our sheets of water lifts up layer after layer into the atmosphere, and hoists whole rivers from their beds, only to drop them again in snows upon the plains.

Let the air drink in a little more sunshine at one place than another, and out of it springs the tempest or the hurricane, which desolates a whole region in its lunatic wrath.

The marvel is that power which is capable of assuming such a diversity of forms, and producing such stupendous results, should come to us in so gentle, so peaceful, and so unpretentious a manner.

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## SUPREMACY OF THE AMERICAN LANGUAGE.

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In an editorial in the Newark, N. J., *Daily Advertiser*, evidently written by the distinguished editor of the paper, Mr. Noah Brooks, a strong plea is made for making American the language of the world. After referring to a paper read before the American Social Science Association, at its recent meeting at Saratoga, having as its subject the final supremacy of American over all the languages of the world, it says:

“That American carries with it elements of vigor sufficient to enable it to outlive any of the decadent tongues of Southern Europe is an apparent fact.

“From the beginning of the fourteenth century, when the Saxon Danish of the hardy peasantry, slowly strangled, on its own ground, the masculine Norman-French, it was the virility of the Saxon tongue—low-German patois as it was—which triumphed, just as the Saxon people spoke it,

though long years of bondage, fostered the spirit which afterward gave England the commercial supremacy of the world.

"There can be no question as to the general utility of American. It is Macaulay who says that the Anglo-Saxon is the tongue best suited to make love, to quarrel, and to drive bargains. General experience seems to show that when man is not doing one of these three things he is apt to be asleep—or dead.

"There certainly must be a universal language, and that, too, long before complete miscegenation makes of the varied races of mankind one vast people. Commerce and quick communication demand it.

"What shall this language be? The greatest of the eastern languages are wedded to ignorance and paganism, and will die with them. Latin is a dead tongue in a mummy skin; Italian is its wrath. German is too elephantine, French too mincing. Were Russian spoken wherever the black twin eagles float, the Anglo-Saxon might in the Slavonic, meet its only formidable rival.

"No artificial gibberish will fetch and carry for the world. Volapuk, that dialectic bugaboo, died because it had no virility. It did not develop; it was conceived of a bookworm and pieced together of odds and ends in the vocabulary shop of an intellectual Frankenstein. It was like the laboratory wheat, which seems to taste well, but won't grow if you water it a thousand years.

"The world wants no infant and no dotard. It wants a live, muscular, growing language, and American is that language. It girdles the globe to-day, and is fast binding, link by link, the great civilizing elements of society into one vast, amalgamated whole."—*Exchange*.

## TEACHER PROFESSIONALIZATION.

BY E. R. ELDRIDGE, PRESIDENT STATE NORMAL COLLEGE,  
TROY, ALABAMA.

"If the blind lead the blind, they both fall in the ditch," said the "Great Teacher" to his Normal class on a *three year's* course of *professional training* in that "Peripetetic Normal School" about the shores of Galilee, nearly 1900 years ago. Those he addressed were his co-workers, while yet his disciples (students), and they were to be His successors in the dissemination of His great doctrine, with which He was daily filling their minds and quickening their hearts, that they become burning and shining lights to light the way of millions of darkened souls, that they



might not fall into the ditch of error in judgment and actions.

This GREAT MAN loved to be called 'Teacher,' 'Master,' and was superior to the doctors of the law in His *principles* and *methods* as Dr. Arnold was to Dickens' Squeers, and this Master infused into His disciples His own spirit and ideas, so that human teachers though they were, yet they taught with superhuman power and skill and revolutionized the world's thought and action.

Could the school teacher of our land come in contact with such teachers, how great would be the transformation and the resultant good.

This is possible in a measure, at least, for we have the works of the great teachers in their personal presence before their classes in the Teacher Training Schools, or through their books, now so numerous, out of which grow courses of study and training by which teachers may become *en rapport* with the great minds of their profession and grow into workmen that need not be ashamed.

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## HINTS FOR DISTRICT SCHOOL TEACHERS.

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BY EDITH F. HITCHCOCK.

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Many teachers in rural districts find that they must either get along without extra apparatus in the school room or supply it themselves. To such, perhaps the following hints may be of some benefit:

A library, of however small pretensions, in the school-room, is a great pleasure to all teachers. It is within the reach of all. Place a desk in front, at one side, as your reading-desk. For the book-case secure a small dry goods box. By placing cleats in the interior on each side you can have as many shelves as you see fit. Now cover the tops and sides with some pretty wall-paper. A small piece of bright figured calico suspended from the top by wire

will form a protection to the books as well as add to the effect. Place upon your shelves any books of reference you may possess. Get your pupils interested in the school library, and books may be donated by their parents. Even though they are of old publication they can be used as reference books. The pupils will take greater interest in the library if some of the books are brought in by themselves. Place your school journals and any good reading matter on the reading-desk.

Very useful books can be made by cutting cloth in book form and filling the leaves with short historical and biographical sketches, pictures of noted persons, etc. This material may be gleaned from all classes of papers. Get the pupils to cut such extracts from papers as they find interesting and bring to you to make such a book. I have a language book of my own manufacture, composed of pictures for stories, descriptions, etc., reproduction stories, short language exercises, etc. These I have taken from old copies of different teachers' journals, and find it quite an improvement on the old method of searching over back numbers to find such a work. Any old book will form the foundation for the language book.

At some time during the term you will wish to teach time-telling to your children. Very likely no timepiece will be found in the school-room, with the exception of the teacher's watch. This cannot be used to much advantage. Take a *large* piece of pasteboard and cut a circle from it. On this mark the hours and minutes in ink. The figures need to be large so the whole class can see them distinctly. A match end dipped in the ink will do famously for the lettering. In the center cut a rather large hole and the hands should be put in loosely. They will be best cut out of tin and so arranged that the children can move them from hour to hour. The time-table will, of course, be taught in connection with the work, and this forms good busy-work. After the subject is understood by the chil-



dren, have them draw clock faces on their slates, then on cardboard.

Very useful and neat pointers can be made from well formed dried corn stalks. They will last a long while and cost nothing. Place a small tack in each and suspend by a string, one on each side of the blackboard, thus keeping them out of the chalk dust and preventing noise from accidentally knocking to the floor.—*Normal Instructor*.

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## TWELVE PRINCIPLES OF SCHOOL MANAGEMENT.

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First. No school can be well taught if it is not well managed.

Second. Never make anything pertaining to management an end in itself.

Third. No work is ever likely to be well done if it is not well planned.

Fourth. A teacher's example weighs more than his words.

Fifth. Make no law, grant or refuse no request, give no reproof, till you have thought about the matter.

Sixth. When you have once taken your position, stick to it.

Seventh. If, however, you see that you have made a mistake, confess and rectify your mistake like a man.

Eighth. One who is kept busy about right things has no time for mischief.

Ninth. Be more anxious to prevent wrong-doing than to punish it.

Tenth. Often make a friend of a way-ward pupil by getting him to do you a service.

Eleventh. Seek always the good of your pupils; let good to yourself be incidental.

Twelfth. NEVER PUNISH IN ANGER.—*School News*.

## IN THE SCHOOL-ROOM.

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### READ THIS TO THE BOYS.

---

A lady whose little girl had the misfortune to be sadly marked about the face, hesitated about sending her to school, fearing the boys would make fun of her. Persuaded by the teacher to make the trial anyway the little one was sent, and timidly came into the school-room one morning after all the pupils were seated.

To their honor it may be said that, instead of "making fun," or even smiling shyly, every boy in the room, after a hurried, pitying glance at the marred face, quickly looked the other way; and the little one has never met with any but the kindest treatment, and has never been made to think herself different from the rest of the children.

This is true politeness and is far removed from cruelty.

---

### CHILDREN'S FALSEHOODS.

---

A Chicago kindergarten teacher says that she divides children's falsehoods into four classes:

The first is the lie of excessive imagination, and the treatment is "inculcation of exactness of observation, either by precept or in play."

The second is the lie of egotism, the remedy for which is objective work that will take thought from self.

A third class of lies is evolved through fear of punishment, and sympathy is the cure. "In all such cases," the kindergartner adds, "the child must be shown the justice of his punishment."

The fourth division includes children addicted to the jealous lie—as saying they have things which they have not, because the boy around the corner has them. The



cure in this instance is love and appreciation, that the child may understand that he does not need these coveted possessions to gain or keep his friends.

---

### A LITTLE SCHOOLMA'AM.

---

[With three dolls arranged in a row on chairs.]

Melinda Jane, and Kate, and Nell,  
It's time you learned to read and spell.  
Come, now, and say your A, B, C.  
Hold up your heads and look at me,  
For, if your never learn to read,  
What stupid dolls you'll be, indeed!

All ready now: A, B, and C—  
What is the matter? Oh, dear me!  
I cannot hear one word you say!  
Why, Katy dear, don't turn away:  
Sit up again and listen—there!  
She's fast asleep, I do declare!

Well, never mind, where's Grandpa's cane?  
Now look at me, Melinda Jane,  
You needn't think that this is play;  
For I shall keep you here all day,  
And make you read before you go:  
I know what's good for dollies—so!

Now say A, B—Look this way, Nell:  
You speak so low, I can't just tell.  
Melinda Jane, why don't you try?  
Oh, dear! I'm tired enough to cry!  
I think I'll stop, and go to play,  
And try again some other day.

—*Selected.*

---

Of course you will be at the Assembly in June. "It seems that everybody will be there" this summer.

NUGGETS.

---

A pleasant teacher makes willing pupils. A mischievous boy can break up a school if not handled properly. Ability in the teacher wins respect. Only a genuine interest in his pupils wins their affection.

All your teaching is not done in the school-room. Parents have some rights as well as teachers. To understand your pupils you must know their home life. It is not enough to know how to read, if you do not know also what to read.

School boards count a hundred, one and two ciphers. The best supervisor generally encourages good qualities rather than criticises weak points. The imagination is the faculty least provided for in our school courses.

A wise teacher will not govern all pupils alike. Teach things, not names, but teach the names with the things. Good thinkers are not made by memorizing text books.—*Exchange.*

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LETTERS FROM OUR YOUNG PEOPLE.

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Many teachers have written to us that the children's letters, as published in THE TEACHER, form one of the most interesting departments. And we know that this is true, for no person can read these letters, unveiling the heart of childhood, without enjoying a thrill of peculiar pleasure.

Near eight thousand persons are reading and enjoying these letters each month, and we believe that every reader loves a child, as does the editor of THE TEACHER, and every heart throbs in sincerest sympathy with these boys and girls who so gracefully and interestingly open the doors of their inner life.

"Nettie" is twelve years old and tells us of her school, her studies and her home life. "Susie" says she hopes to be a teacher some day, and we are glad to know that



she chooses this as her life work. "Mary" gives a most interesting account of her school, and she pays a high compliment to her excellent teacher, Captain C. F. Siler. "Lettie" writes a charming letter concerning her school, her studies and her enjoyments. "Johnnie" says he has a good teacher and he likes the school very much. "Cora's" letter is one of those "chatty" kind that everybody likes to read, and we have enjoyed it exceedingly. Truly our committee will have a hard task in deciding as to the best letter from our young people.

SWANN STATION, N. C., March 14, 1895.

*Dear Mr. Editor:*

I have concluded to write to you. As some of my schoolmates have written, I will try and not tell you the same that they did. I started to school when I was six years old, and have been going two months every winter. Last winter I went to Morris' Chapel two months. I like to go there better than any where else that I have been. Miss Lizzie Arnold is my teacher. I like to go to her better than any other teacher I ever went to. She is so kind to all her scholars, and she is not very strict. I study very hard and am learning fast. Now I will tell you my studies: Spelling, grammar, geography, history, dictionary, arithmetic and writing. I like arithmetic better than any of my studies. Geography is the hardest I think. My father is a farmer. I like to work when it is not too hot. When it gets hot I want to stay at the house. My oldest brother is going to school at Union, and likes it very much. I hope I will get to go there sometime. We have twelve in our family: father, mother and grandfather, five brothers and three sisters, living; two brothers and two sisters are dead. I work very hard. I have to make up beds and sweep the floor before breakfast. I like to attend to the house work very well. My sister, two years younger than I am, she washes the dishes every time. I am twelve years old. I will close as I haven't any more to say.

Yours respectfully,

NETTIE THOMAS.

CONOHO, MARTIN COUNTY, N. C., March 14, 1895.

*Mr. E. G. Harrell, Editor N. C. Teacher, Raleigh, N. C.*

DEAR SIR: I am a little girl thirteen years old. I am going to school near home. I have been going to a public school ever since last July. We have quite a full school that stopped five weeks ago. Our teacher, Miss Lizzie Sherrod, continued teaching an entered school. She has twenty enrolled. The public school has done lots of good around here. Our papa sends four to school all the time, and only costs him a few months tuition in the spring. Miss Lizzie reads a good many of your pieces in

THE TEACHER to us. We all enjoy them so much, and love her dearly. She has taught for us for four years. We have a very comfortable school-room and a nice shady yard. I am studying spelling, reading, writing, grammar, history, geography, arithmetic and music. I love my arithmetic and music better than any of my studies. My sister and I enjoy playing duets for papa; he is so fond of music. I study hard and hope to be smart enough to be a teacher some day, and to be loved by my pupils like Miss Lizzie is.

Your little friend,

SUSIE WHITEHURST.

HOLLY SPRINGS, N. C., February 2, 1895.

*Mr. E. G. Harrell.*

DEAR SIR: In reading THE NORTH CAROLINA TEACHER I find that you give space for the publication of letters from the young people.

I am now a girl twelve years old, and must say that I am really delighted to have the opportunity of reading the good things contained in THE TEACHER. Capt. Siler, my teacher, allows us to have it to read, and sometime selects pieces from it for some of his pupils to recite at our public entertainments, and he also often tells us of the Teachers' Assembly at Morehead, and the good things to be heard there. I like to go to school. I think we are very fortunate in having such a good man for our instructor. Miss Ada Wade, of Greensboro Female College, is my music teacher. She has only been with us a short while, but has made a good impression on her pupils, and we have already learned to love her, and must say that she is an excellent teacher. Miss Mattie Buffaloe, of Greensboro Normal School, is teacher of the primary department, and is giving perfect satisfaction. Our school opened very well considering hard times. We have about sixty pupils, including about twenty boarders, and others to come soon. We think we are learning very fast in our books, as well as many other things. We all enjoyed General Lee's Day in January very much indeed. We learned that in school he was never late, always respectful to his teacher, never failed in a single recitation, and never received a demerit; and one of our teachers says that he never knew him to say a word that he would not say in the presence of ladies. We learned, too, from his life that he was not only careful in his words he used, but with his clothing too. His wife says after he came back from the Mexican war that he had brought home every garment he took off, and a bottle of brandy he had taken in case of sickness, unopened. In the late war he was the best General and the handsomest man in the army—a christian gentleman.

The 18th of this month we called George Peabody Day, and our teacher had read to us a great deal about this great man who has done so much for poor people, churches and schools; in all he gave about twelve million dollars.

The 22d of this month we called George Washington Day, and we heard the larger pupils read and recite some fine pieces about the "Father of our Country," about his kindness to his mother; how he fought bravely for his country when a man. He was a christian too.



The girls meet in their society one night in each week. We call the society Franklin after our teacher. The boys also meet in their society once a week. We have prayer meeting every Sunday night; four sermons a month, and Sunday school every Sunday. If you should see any one in search of a good school, please advise them to come to Holly Springs Academy.

Hoping I have not wearied you, I will close with my best wishes and a happy new year to you.

Yours respectfully,

MARY CLYDE HOLT.

SWAN STATION, N. C., April 18, 1895.

*Mr. E. G. Harrell, Editor N. C. Teacher, Raleigh, N. C.*

DEAR SIR: It is very nice of you, I think, to offer so many books for the nicest letter written, and I think you will have a hard time deciding who shall have the prize, for a great many of the letters are so interesting.

My brother Everitt and I go to school at Cameron's Grove. It is not in our district, but as there was no school at our school-house, we go to this one. Miss Lizzie Arnold is our teacher. We all like her very much. There were some letters from pupils of Mr. J. A. McLeod in one of your TEACHERS. I went to him last year. Instead of studying dictionary, we get the definitions of all the words we learn to spell in the North Carolina Spelling Book. It is a great deal harder, but I suppose it does us more good. We have speeches one Friday and read a selection the next. We also have spelling geography matches on Fridays. Last Friday we had patriotic speeches, and at the close of them Miss Arnold read us a very interesting selection on the "Liberty Bell." Everitt and I have a walk of two miles each morning and afternoon, but we do not get very tired, for we love to go to school. We children take Miss Arnold quantities of flowers. The arbutus has just stopped blooming, and now we have just beds of "modest little violets" in bloom all along our way to school. I don't know which season we enjoy most, summer or winter. In winter we go to school, which I have already told you I enjoy so much, and in summer we have our brothers and sisters with us. My brother is going to school at Fredericksburg, Va., and my younger sister is teaching music at Carbondon, N. C. My oldest sister used to teach at Morehead City, and I have heard her speak of meeting you there.

There is a river near our house, and it is beautiful where the ivy, or laurel as we call it, is in bloom. The hills on the south side are very steep, and some of the rocks are quite large. Everitt and I go fishing there in the summer. I spent last Christmas day away from home for the first time, and had a splendid time. I had a fine time Easter. We dyed eggs Saturday before Easter, and went to Sunday school and preaching Sunday. Our minister is Rev. K. A. McLeod. We all like him so much.

Several of my school-mates have written to you. I would like very much to get the prize. I am thirteen years old.

Wishing you much success, I am,

Your little unknown friend,

CORA HOWARD MCQUEEN.

WINDSOR, N. C., February 18, 1895.

*Mr. Editor:*

My teacher was telling me of the prize that you offered to the one that would write the best letter, and I thought I would try. I am fourteen years old, but not very large for my age, because you know *rice* is a very small grain. I can do most any kind of work. I help my papa in the field work, and I also help mama with the house work. There are only three children in the family. I am the largest. I have one brother and one sister younger than myself. My mother and father are both living. My father is a farmer and carpenter. In the farming season he tends to the crop, and when crops are laid by he works at the carpenter trade. Then comes my time to go to school. We have nearly four months school every year. My teacher is Miss Rachel Tayloe. She is a very good teacher. We all love her very much. There are about forty scholars. The bell calls us in at 9 o'clock every morning. The roll is called, a chapter in the Bible read, and all repeat the Lord's prayer in concert. Then we go to work to get our lessons. I study Sandford's Higher Arithmetic, Maury's Physical Geography, Barnes' History of the United States, Harvey's Grammar, Literature and Webster's Dictionary. My studies are very hard, but they are so interesting I do not mind the hard work. I try to go to school every day, for those who do not go every day get behind in the classes. I love to keep up in all my studies, and lead the classes when I can. I love to read, and some day hope to take THE NORTH CAROLINA TEACHER and read all the letters from the little folks. I will close.

Very respectfully,

LETTIE MAY RICE.

CONOHO, MARTIN COUNTY, N. C., March 12, 1895.

*Mr. E. G. Harrell, Editor N. C. Teacher, Raleigh, N. C.*

DEAR SIR: My teacher requested me to write to you. I will write this morning. I am now eleven years old. I have to work when I am not at school. I have been going to school six years. I study five books: history, grammar, spelling, arithmetic and geography. We are four in family: father, mother, one brother and myself. My brother is younger than myself. He is just seven. I am going to school to Miss Lizzie Sherrrod. She is a very nice teacher. We have a comfortable school-room, a stove and plenty of nice wood to burn. We have twenty scholars enrolled. My school opens every morning with a song. I like to sing very much. I live about one-half a mile from the school-room. We attend public school five months in the year; two months in the summer and three months in the winter. I hope you will like my letter, for I worked hard to get it written. With many good wishes, I am,

Respectfully,

JOHNNIE HOWARD.

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WRITE to us about your school.



## North Carolina Teachers' Assembly.

### ORGANIZATION 1894-'95.

C. B. DENSON, President, Raleigh.  
 E. G. HARRELL, Sec., and Treas., Raleigh.  
 MISS SOPHIA MARTIN, Avoca, Music Director.  
 MISS MAMIE BULLA, Asheboro, Assistant Music Director.

#### VICE-PRESIDENTS:

- |                                |                                 |
|--------------------------------|---------------------------------|
| 1. J. Y. JOYNER, Greensboro.   | 5. W. J. FERRALL, Wake Forest.  |
| 2. W. H. RAGSDALE, Greenville. | 6. MISS HATTIE NIXON, Windfall. |
| 3. J. H. HORNER, Oxford.       | 7. MISS ELIZA POOL, Raleigh     |
| 4. L. W. CRAWFORD, Durham.     | 8. JAS. ATKINS, Asheville.      |
| 9. A. T. ATKINSON, Goldsboro.  |                                 |

#### EXECUTIVE COMMITTEE:

C. B. DENSON, <i>ex officio</i> Ch'n, Raleigh.	M. L. SHIPMAN, Brevard.
E. G. HARRELL, <i>ex officio</i> Sec., Raleigh.	JAMES DINWIDDIE, Raleigh.
C. F. SILER, Holly Springs.	C. W. TOMS, Durham.
P. P. CLAXTON, Chapel Hill.	E. P. MOSES, Raleigh.
JOSEPH KINSEY, LaGrange.	

#### COUNSELLORS:

Each County Superintendent in North Carolina.

#### TWELFTH ANNUAL SESSION.

Morehead City, Tuesday, June 18, to July 1, 1895.

### TO EVERY NORTH CAROLINA TEACHER AND FRIEND OF EDUCATION.

An event of great importance to the teachers of North Carolina, and to every school in the State, will be the 12th annual session of THE NORTH CAROLINA TEACHERS' ASSEMBLY, at Morehead City, June 18-30, 1895. Many new features in the Assembly work introduced this session, will make the occasion of more value than ever. The programme provides a splendid line of real educational work, such as has never before been done at the Assembly.

Men and women of the highest reputation and success in our State, representing every department of education, will be present to meet you and give you their best thoughts and views on professional work. There will also be present some of the most famous leaders of educational thought in our country, whose very presence will give inspiration to a growing teacher.

The meeting will be one of unusual educational value, such as ambitious and progressive teachers cannot afford to lose. It will be a time to make most pleasant and valuable acquaintances, renew and strengthen old friendships, exchange professional experiences with those who are working in lines like your own and to get broader, deeper and more practical conceptions of popular education.

The results of such a delightful meeting of our teachers as has been planned for the coming session of the Assembly are certain to increase the interest of all our people in education; and to establish our schools on a more prosperous basis than ever before.

There will be full and free presentation and discussion of such methods of teaching as are adapted to the peculiar conditions of our educational system, public and private.

Teachers cannot be too strongly urged to be present who desire to become more efficient in their work; to know why the most successful members of the profession succeed; to secure a good school position or a change of location for the fall term; to gain a new educational inspiration, or to recover from the fatigue of a school term by the unfailing influences of the refreshing sea-breeze and the exhilaration of an ocean bath.

One of the most valuable departments of the Assembly now is the Teachers' Bureau, which will assist teachers in securing good positions, and will supply competent teachers to any principal or school committee who may desire them. No charge is made for any assistance rendered. Applications for positions or for teachers should be sent in at once.



The expenses of your trip will be exceedingly light—a two weeks visit to the Assembly, including round-trip railroad fare from the most distant portion of the State and first-class board at the famous Atlantic Hotel, need not cost over \$25. The total *average* expense of attendance *for the entire session*, including railroad fare and board, will not exceed \$18. The professional and social value of the meeting to a teacher will be many times greater than the slight expense of attendance.

The annual fees for membership in the Teachers' Assembly are \$2 for males and \$1 for females. By special request of the Assembly, the railroads will add the membership fee to the price of the ticket, and will furnish purchaser a coupon, for which, when presented to the Secretary at Morehead City, a "Certificate of Membership" will be supplied, which will entitle the holder to all special hotel rates, lectures, entertainments, and every other privilege of the Assembly session. All railroad coupons will be \$2, but the Secretary will return \$1 to each woman when her coupon is presented to him at Morehead City. Friends of education are permitted to attend the Assembly on same terms as teachers. When purchasing your teachers' ticket be sure your baggage is *checked through to Morehead City*.

The various railroads of the State have made, specially for the Assembly, a very liberal rate of about *one and a half cents a mile each way*. Tickets on sale from June 15 to 30, and are good to return any time until July 20, and permit stopping over on the return trip. The great Atlantic Hotel gives first-class accommodations to all who hold certificates of membership at a uniform rate of *only \$1 a day*. The boatmen make reductions for sailing and fishing parties, so that these delights may be constantly participated in by all.

A cordial invitation is extended to teachers and friends of education of other States to visit the Assembly and en-

joy with us the privileges of the session and the delights of the sojourn at our "Educational Capital by the Sea."

C. B. DENSON, *President*.

EUGENE G. HARRELL, *Secretary and Treasurer*.

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## ASSEMBLY.

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FROM EVERY SECTION of our State comes letters to the Secretary from teachers and their friends, expressing an intention of being present at the Assembly this summer.

MISS RACHEL BROWN, of New Berne, has been again selected as Stenographic Secretary for the session of the Assembly. She is a graduate of the State Normal and Industrial School.

YOU CAN SECURE a room in advance for the Assembly by writing now to Mr. Wink Taylor, proprietor of the Atlantic Hotel, Morehead City, N. C. A number of teachers have already secured rooms for the session.

IF YOU WANT to receive the greatest possible benefit for the least possible expense during your summer vacation, be sure to attend the Teachers' Assembly, from June 18th to 30th. You cannot afford to miss even a single day of the work.

ANOTHER ATTRACTION FOR the Assembly. Miss Annie Virginia Culbertson, poet and humorist, has been engaged for a recital on June 22d. She has delighted the people by her many entertainments, and she will charm the Assembly as well.

THE PROGRAMME will be ready for publication in next number of THE TEACHER. The plan and scope of work is better than that of any previous session of the Assembly. The special committee on programme—Professors Claxton, Moses and Dinwiddie—have given a great deal of time to the matter in trying to provide for the teachers just what will be of the greatest possible benefit to them.



ONE OF THE BEST primary teachers in North Carolina will conduct a "Model Class" every day during the first week of the Assembly, in a room specially prepared for the work. Some entirely new and successful methods of "beginning a child in school" will be thoroughly exemplified in the work with this class, and this instruction will be of untold value to every primary teacher. First class primary teachers are scarce, and are always in demand, they command a good salary and it pays every teacher to thoroughly understand this part of educational work. Your visit to Morehead this summer may be worth several hundred dollars to you.

THE "NORTH CAROLINA BOOK CO.," of Raleigh, N. C., will give a gold medal, value, \$25.00, to the school for girls that makes the best art exhibition at the Assembly this session. The same amount will be given in standard books instead of the medal, if preferred by the exhibitor.

WE HAVE TRIED two sessions of the legislature for the enactment of a law providing for planting shade trees about our school houses and other public buildings, but, up to this date, we have failed. The legislature seems to think that the public school property does not need to be shaded and beautified. Well, we intend to have an "Arbor Day" just the same, and hope to announce a suitable programme of exercises in time for the next tree-planting season.

WE ARE SURE that our friends will pardon us for issuing THE TEACHER for March and April in one number when they think of the vast amount of work we have had to do during the past month in winding up the affairs of the old firm, Alfred Williams & Co., and organizing the new house—"The North Carolina Book Company." There will be no further interruption, and the journal will visit its readers regularly, and, we hope, with many improvements.

## EDITORIAL.

### GOVERNMENT AID FOR PUBLIC SCHOOLS.

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HON. W. M. BECKNER, Representative from Kentucky, introduced a bill in the late congress providing for the distribution of a large quantity of government lands to the States in aid of the public schools. The number of acres apportioned to North Carolina is 1,802,801. The land is to be sold for not less than \$1.25 an acre, and the land-scrip is to be invested by the government or in safe bonds to yield from four to five per cent. interest; only the interest is to be used as a perpetual fund for the schools, and the amount is solely for paying salaries of teachers. By this plan North Carolina would receive an annual increase for her public school teachers something over \$100,000. This would be a most acceptable and timely aid to our schools, and we hope the bill may become a law. Mr. Beckner made a brilliant argument upon his bill February 4th, and then it becomes a part of the record and is fairly before the next session of congress.

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THE OLD BOOK house of Alfred Williams & Co., which has been doing business in Raleigh for nearly thirty years, has been dissolved by the recent death of Mr. J. B. Neathery, one of the partners, and the firm will go out of existence. The surviving partner, Mr. Eugene G. Harrell, who has been connected with the house for twenty years, will continue the business as principal and manager of an incorporated firm of publishers and booksellers under the name of THE NORTH CAROLINA BOOK COMPANY. The new company will try to be even a better friend to the teachers and the schools of North Carolina than was the old firm, and we trust that the same friendly relations may continue to exist for many more years between the teachers and the North Carolina Book Company.



THE POWER OF the teacher for good is being felt in North Carolina, and this fact is truly a blessing to our State. When the professional educator, and not the professional politician, shall have absolute control of our schools it will be a "golden era" for the educational interests of all our people.

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### ABOUT OUR SCHOOLS AND TEACHERS.

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MR. L. M. WHITE has a good school at Lattimore.

MR. C. W. GATTIS has opened a school at Pantego.

MISS MAGGIE MITCHELL has a school near Reidsville.

MR. H. W. BETHEA is principal of the High School at Pembroke.

MISS AMANDA WINECOFF is in charge of a good public school near Concord.

MR. J. W. MURRAY and Miss Bettie Cox have charge of the school at Sedge Garden.

MISS LOLA WELLS, of Wilson, is in charge of the Music Department of Clayton Academy.

MR. L. M. ROGERS of South Carolina is assisting Mr. W. M. Wall in Siloam Academy.

MISS EFFIE E. MORRISON, of Thomasville, has taken a position as governess in South Carolina.

OVER \$10,000 have already been subscribed for endowing the Royal Chair at Wake Forest College.

CRONLY HIGH SCHOOL is under the excellent management of Mr. Jackson Green and Mr. Lee Green.

HORNER SCHOOL will attend the unveiling of the Confederate Monument at Raleigh May 20th in a body.

THERE ARE one hundred and thirty-six children at the Thomasville Orphanage. Truly the care of the orphan is a noble charity.

THE CONTRACT for erecting the buildings for the Baptist Woman's College at Raleigh has been awarded to the North Carolina Car Company and work will begin at once.

A SUNDAY School Chautauqua is to be held at Smyrna, Carteret county, just at the close of the Teachers' Assembly. We hope it may have a large attendance. Smyrna is a charming place to visit in summer and the programme will be a good one.

## CUPID AMONG OUR TEACHERS.

DR. CHARLES BASKERVILLE, a member of the faculty of the University of North Carolina, was married to Miss MARY SNOW of Raleigh, on April 24th, at Christ Church, by Rev. M. M. Marshall, the Rector.

## AT RECESS.

"Johny," said the youngster's uncle, "your teacher tells me that your class is the most orderly in the whole school."

"Yes, sir. I know she says that. You see, sir—"

"Well, what's the matter?"

"Why, our teacher is near-sighted."

Small Scholar—"If you gif me one hunterd per cent. in my next examination, I gif you a dollar."

Teacher—"Why, Isaac, I'm ashamed of you! What put such an abominable idea into your head?"

Small Scholar—"My fader promised me two dollars the first time I get one hunterd per cent."

Small Brother (enthusiastically)—"Oh, grandma, Harry broke the record at the college contest!"

Grandma—"Well, I declare, that boy is always beaking something. What will it cost to fix it, or will we have to get a new one?"

Teacher—"George, which would you rather have, 2-6 of a pie or 1-3 of the same pie?"

Smart Boy—"I'd rather have 1-3."

Teacher (sarcastically)—"You would! What's the difference?"

Smart Boy—"Cause if you cut it in six pieces I'd lose more of the juice."




# THE NORTH CAROLINA BOOK \* COMPANY. \*

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IN consequence of the recent death of Mr. J. B. Neathery, a member of the firm of Alfred Williams & Co., Booksellers and Stationers, Raleigh, N. C., the business of the firm will be closed out at once by the surviving partner, Mr. E. G. Harrell, in order to effect a settlement of the estate of the deceased as is required by law.

The business will be continued by the surviving partner and his associates, under the firm name of THE NORTH CAROLINA BOOK COMPANY, and all orders for books, stationery and other school supplies should be thus addressed and they will receive prompt attention, and

**LOWEST POSSIBLE PRICES**

 **WILL BE GUARANTEED.**

The new firm hopes to receive the same liberal patronage from the teachers, and our people generally, as has been extended to the old firm during the past quarter of a century.

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## The North Carolina Book Company.

EUGENE G. HARRELL, Manager.

# THE NORTH CAROLINA TEACHER.

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VOL. XII.

RALEIGH, MAY, 1895.

No. 9.

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EUGENE G. HARRELL,

- - - - - EDITOR.

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## WHAT A BOY CAN DO.

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These are some of the things that a boy can do :  
He can whistle so loud that the air turns blue ;  
He can make all sounds of beast and bird,  
And a thousand voices never heard.

He can crow or cackle, or he can cluck  
As well as a rooster, hen or duck ;  
He can bark like a dog, he can low like a cow,  
And a cat itself can't beat his " me-ow ! "

He has sounds that are ruffled, striped and plain ;  
He can thunder by as a railway train,  
Stop at the stations a breath, and then  
Apply the steam, and be off again.

He has all his powers in such command  
He can turn right into a full brass band,  
With all of the instruments ever played,  
As he makes of himself a street parade.

You can tell that a boy is very ill  
If he's wide awake and keeping still ;  
But earth would be—God bless their noise !—  
A dull old place if there were no boys.

—The Sunday School Missionary.



## VITALIZED EDUCATION.

BY LIZZIE YORK CASE.

A much over-dressed woman blustered into a school in New York City about examination time and said to the principal:

"I want my daughter to be put up into a higher class because we are goin' to make a great scholar out o' her."

"I am afraid, madam, you will never be able to do this," said the tired teacher; "she has no capacity."

"Indeed, then!" replied the woman, skaking her head and all that was on it, "her father shall get her one no matter what it costs."

Visiting some of the schools in this quaint old city I inquired for the children who had "no capacity" for the higher education, who bumped their mental noses, so to speak, against the impenetrable wall of limitation, mid-way of "the three R's" and could not possibly stumble along any further.

As a general thing these children were conscientious and studied hard. Some of them were good, bright, all-round boys and girls.

The warm June sunshine streamed in the window upon the tired head of a little fellow whose life was being made a burden over that delirium which is called algebra.

"What kind of a tree is that?" I asked, drawing his attention a moment from his problems.

Looking out of the widow, he replied, "That is a maple, ma'am," with a new interest in his face.

"I suppose those are mocking-birds we hear chirping in the branches?" said I.

"O, no!"—and he knew I was guying him—"we do not have mocking-birds in this climate."

All knowledge is not in books, but still, my boy, you must do a few sums, though nature and the world wait outside the school-room, and you may not be a dull scholar in solving the problems of life.

Eva came home in tears because she had not "passed." She had tried so hard, but then she excelled in music and drawing, and was quite an artist in dress, and had the knack of making things comfortable and pretty at home.

No, I would not trouble this child with the higher branches. I would let her exercise her special gifts, making life pleasant for those around her. She will succeed better at this than with the dead languages.

Follow the line where success lies.

Many a boy and girl goes through school and college with eyes virtually closed to the world, and educated over the heads of their surroundings.

The boarding-school miss who astonished the old folks by saying po-ta-ters, and mo-to-lasses, is a type more sad than humorous.

By all means get knowledge, cultivate your powers to their highest capacity, use your best tools to do life's work with. But cultivate and use the powers you have, not those you have not.

I believe in the kind of education which assimilates with life on whatever level fate has placed it.

If your ambition overtops your circumstances, reach it if you can. Be your own destiny makers.

This means application, which is the other name for genius.

If you have it not, be satisfied with as much learning as you know how to use.

Only that quantity of food which the body can assimilate and manufacture into vital force is good for it. The excess of this is disease, dissipation, death. The same law applies to the mind.



Our schools have just turned loose a host of pale students who have crammed a lot of instruction into that lock-up which they are pleased to call their minds, with the combination lost between them and the world, and no one the wiser for their possessions.

The gold in the miser's chest is but a reproach to his memory. The man who circulates it is the benefactor.

One idea put to use is better than a library of closed books.

The wealth of this old city has been locked up for years by conservative old folks who were afraid to invest it. Now death has opened the treasure chests. The old town is actually on a lark. Land and business interests are booming.

You shall be credited with as much mental treasure as you put out in the world's exchange, no more.

When I get to be a reformer I will preach expression. First, last and always, apply what you know.

Another thing, I will not have such long school hours, to drain the vitality out of every idea you may have gained in the morning.

The tired school girl comes home in the after part of the day, feeling dull and languid. The bit of dinner which has been put away does not tempt her appetite. She has probably lunched upon candy and pickles and slate pencils. This, together with the overheated atmosphere of the school-room, seem to have taken the inspiration from life. However, the next day's lessons are to be studied, and she gets about it.

This is all going to be changed in the school of the future. That school is to be dismissed at 1 o'clock in the day. The children may have dinner or lunch with the family. After that there may be a couple of hours devoted to rest or airing, then study.

The evening shall be free from school work, devoted to

home, friends, music, to expression of any idea or fact gained in the morning school hours, circulating it and getting new light upon the subject.

There shall be no waste force or lost motion in the new school.

Teachers and scholars will accomplish as much in half a day as they do all day now.

The dreaded examinations which come at the wrong time are to be abolished.

Every day is to be an examination day. Every day you are to tell what you know, making it over into life's capital, vitalizing it.

You are to be educated, not instructed merely, and there is a wide difference. Work it out.

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### NOT SO BAD AFTER ALL.

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[One of the ablest reviews of the time has a good word to say for the use of slang, and THE TEACHER will be glad to have the opinions of some of our leading teachers on the subject.—EDITOR.]

It is said that, after all, much of that which the purists call slang has a classic origin.

The expression, "Not if I am acquainted with myself," comes from Milton, who was one of the most scholarly men of his time. "Escaped with the skin of his teeth" is an expression used by Job. Both phrases are vigorous and picturesque, and each tells just what the man meant who uttered it, better than any other collocation of words could.

One of the most useful words of the day is "mob," but the precisians of two hundred years ago tabooed it and declared it had a low and vulgar ancestry, although it is



derived from a well-known Latin word. What word in English, at this moment, could express the thing for which it stands so well as this virile monosyllable does?

Take the word "crank." Even the pundits will concede that there are many cranks in the world. They will doubtless even agree that the number of cranks is increasing. Some term which will describe them, therefore, is essential. This term the world needs and must have. Can the pundits give us a word which will stand for the thing as clearly and completely as this stands for it?

"Boodler" is another word which the world wants. It is not likely that boodle will be scarcer a year or ten years hence than it is now. So long as boodle lasts, boodler will exist. Indeed, the chances are that boodlers, like the poor, will be always with us. This settles it. The word must stay.

Slang is the life-blood of speech. It gives vigor and expressiveness, and keeps language from becoming enfeebled. It is a great reservoir from which speech receives stores of pithy and picturesque terms. The words which it furnishes come fresh from the people, and denote, with clearness and precision, the idea of the thing intended. Nearly all the virile, forceful words in the English tongue to-day were once slang, and had to fight for their existence against the assaults of the purists.

Men think quicker than they once did. They are more in earnest, too. There is a demand for something which will convey thoughts faster than the ordinary words do, and convey it surer. This thing slang does. Slang is clean-cut, compact, concentrated. It throbs and palpitates with meaning. It is the small "change" as well as the large notes in the currency of language. The man who makes two blades of grass grow where but one grew before is a benefactor to the race. Doubly blessed is the man who coins a word which tells more than any two words do.

If the English language, from this time forward, should get no new words only those the scholars would give it, it would a century hence be virtually as dead for the practical use of the age as is the tongue which died when the barbarians crushed the life out of gray old Rome.

### TEACHING TO OBSERVE.

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Spring is here with its many objects of interest to young and old. The older we get the more beauty we see in the awakening of nature from her long wintry nap. Nature is opening its thousand eyes—have you yours also wide open? How hard it is really to see, and how much harder to tell exactly what we see. In the process of transforming much is lost; how much less if we only saw more clearly!

Here is a plan pursued by a very intelligent teacher, to encourage the habit of close and fixed observation. After the little ones have recited, he sends them outside, if the weather is fine, and tells them to find two maple or beech leaves exactly alike. This may be varied infinitely. Find two pebbles of different kinds of rock.

After a shower of rain, there are suitable observations to be made on fishworms, which come to the surface then. This out door work may be extended in many directions; is interesting and profitable to the student in many ways. Indoor work and the best busy work may be provided by giving pupils a box of blocks made of wood of various forms, pyramids, cones, cubes of various sizes, cylinders, prisms—the more varied the shapes the better—and ask the pupils to separate them into groups, all members of which are exactly alike.

Provide objects of various colors and shades, and ask them to be handled similarly to the above. You may find



some pupils who are color-blind, or are defective in vision. This is information every teacher should have of his pupils. The walk to and from school may be utilized to great advantage. A cloud sometimes fades away ; where does it go ? Where does the water go that is sprinkled on the floor ? Why are the thistle and dandelion so common ? Hundreds of questions suggest themselves. A few minutes should be taken each day to obtain the result of this observation work. It will repay you in more rapid advancement in their other work.—Educational Journal.

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### SOME "DON'TS" FOR PUBLIC USE.

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"Don't" wait until in front of a ticket-seller's window before trying to find your drapery-hidden pocket. If tickets can be purchased in quantities on routes you frequently travel, purchase them, and save other people's temper and your own time.

"Don't" carry your umbrella with utter disregard of the people behind you or on either side.

"Don't" wait until you reach the station, a few minutes before it is time for the train to start, before you find out the time for starting, arriving at your destination and the time of connection. Other passengers wish to take the same train, and must buy tickets. And "don't" argue the question of the price of your ticket with the ticket-seller ; the price is settled by the manager and directors of the road. If the price is unjust, address a communication to them, and stay at home till the price is satisfactory ; or pay it, and keep still.

"Don't" treat the hotel clerk as if he were a personal enemy because he does not give you the best room in the house. There is only one best, and the other honored guest arrived first and agreed to pay the price for that room.

"Don't" tell the clerk behind the counter what you think of that store and the system under which it is run. He only receives ten dollars a week ; if he could change the system to the advantage of the firm, he would not be behind the counter.

"Don't" call on your friends in a store, occupying seats intended for the accommodation of customers who are buying. If you have begun buying, you are wasting the clerk's time that has a money value. Retire with your friend to a place that will not interfere with other customers. This is a busy world.

"Don't" occupy the end seat of a pew in a church and compel other people to pass you. Even a wedding does not justify this.

"Don't" wear the largest hat worn among your circle, if large hats are worn, nor the smallest ; the largest sleeves, if large sleeves are worn, nor the tightest if tight sleeves are worn. There is no use in protesting against the long skirt on the street ; the woman who wears that is hopeless. A wise woman or a tactful woman is never remarkable for her clothes. She applies the wisdom of Hagar, and displays neither poverty nor riches, but has sufficient for the station in which she is placed, maintaining an honest position to her husband, home, and tradespeople.

"Don't" entertain on such a lavish scale that the guests watch the daily papers, fearing a report of financial failure that will prevent your giving another entertainment.

"Don't" be afraid to be gracious, through fear that you give a false impression of your position. It is the uncertain throne occupied by the usurper that needs constant bolstering. The true king feels secure in his rights.

"Don't" make the mistake of thinking that your affairs are the most important in the world, and be shocked if all your friends do not remember the last important incident with which you were connected. Events may have driven



that from their minds, and incidents frequently occur in other people's lives that are somewhat important to them, though you may have forgotten them.

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### SOMETHING TO THINK ABOUT.

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The world is growing brighter as it rolls and rolls around ;  
There's not a heart but's lighter and gives out a merrier  
sound ;

And we're thankful that we're living, since to live is perfect bliss,

And 'twill be a bright hereafter if it's half as bright as this !

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### A THOUGHT FOR WORKERS.

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Let no man be discouraged because of opposition or of persecution. Nobody throws stones at a dead dog, or passes resolutions against the silence of a graveyard.

The man of energy and push, of power and ceaseless activity, is the one who is envied and maligned by little souls. It is the man who, by his determination to succeed gets ahead of the laggard at his side, who meets with opposition. It is the man who crowds some lazy man on the road who is persecuted and consigned to perdition.

Push and energy always get to the front, but not without difficulty.

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### SOMETHING ABOUT THE SCHOOL LAW.

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[The following article appeared in the "Charlotte Observer" as a communication, and we think it throws considerable light on the possible workings of the new school law.—EDITOR.]

As will be seen by the following letter, a copy of which has been sent to County Superintendents of Public Instruction of North Carolina, the new law passed by the "fusion

Legislature" has let down the gap for book publishing companies to attempt the most flagrant corruption of the county officials who have charge of the adoption of the books for the public schools. This letter has been sent out by an agent of a publishing firm who visited Raleigh during the session of the Legislature, to County Superintendents of the State, and speaks for itself. Here is the letter :

"I learn that the recent Legislature of North Carolina has decided that from and after June, 1896, the text-books to be used in the schools of the State shall be selected by each county for its own schools, and the parties who are to make the selections are the County Commissioners of the respective counties.

"This letter has a two-fold purpose, and I should like for it to be regarded as "confidential."

"1st. To ask you to send me, in the enclosed stamped envelope, a list of the County Commissioners of your county, naming which one is chairman, and giving the postoffice address of each.

"2d. As I learn that the Legislature has also abolished the office of County Superintendent and Boards of Education, I would like to know whether you feel disposed, and would consider a proposition, to represent our books before the committee which is to make the selection for your county. I can make an arrangement with you by which it will be "very decidedly" to your advantage "financially" to co-operate with me, if you feel so disposed. A reply at your earliest convenience will greatly oblige."

Was there ever a more glaring proposition made looking to the open and undisguised corruption of public officials than is borne upon the very face of this letter? The phraseology is so plain and the words so unequivocal and unambiguous that no man of ordinary intelligence and sense of honor who receives such a letter can fail for an instant to recognize the true intent and purpose of its meaning.



The letter proposes to make it to the "very decided advantage financially" of the retiring Superintendents to become the paid agents of this company and to use the influence which they may have acquired in an official capacity as a leverage to compass for a consideration the adoption for the public schools of the books of this company. The fact that book companies have the brazen effrontery to make such a proposition only demonstrates how vulnerable and iniquitous is the law which admits of such overtures of corruption. A law which thus makes possible and invites such shameless prostitution and such open possibilities of corruption, not only should never be tolerated by the people of the State who have at heart the cause of education, but should be wiped from the statute books as a blot upon the fair name of our enlightened and progressive State.

No doubt other publications are sending out similar letters and for the amounts that will be paid, some persons will accept the agency tendered, and will work locally, and, perhaps, travel for publishers who are trying to force a change of books and thereby place a heavy tax on our people.

Look out for the advocates for a change and know of them what is the gain to be made. County superintendents are not the only persons who have been approached.

It is not a question of how much money the rich spend, but how much the poor can be made to spend in order to force a surrender; hence we find the rich advocating county adoption, although the expense is one hundred times greater than State adoptions. Then again, county adoptions keep up prices, while State adoptions tend to a reduction of prices. It will cost \$10,000 to make a canvass of the State, and this expense, with a division between ten to twelve firms, makes impossible any reduction of prices. The orders sent to publishers, the freight shipments, etc., will be multiplied, and the expense of getting the books will

be at least ten per cent. greater than now. It is needless to ask who is to pay this ten per cent. increase?

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### THE INSPIRATION OF THE TEACHER.

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Edward Everett Hale once said that the public schools lack inspiration. He is not the only observer who has felt this great need.

To be truly educative the school must afford constant stimulus to worthy aims and purposes. Very few of the men who are graduated from our colleges and universities and become a power for good were destined by their parents to such a career. It will usually be found that some teacher has so guided their study as to yield an ever-increasing ambition.

In a certain high school two hundred boys were fitted for college during a period of fifteen years. Of these only eight had any purpose of going to college when they entered the school. That purpose was a part—often the most valuable part—of their education.

The instructor who simply does his work from day to day, with no thought for his pupil's plans for the future, loses sight of the highest motive. The eighth grade teacher whose pupils do not wish at the close of the year to go to the high school has failed in a fundamental particular. The high school or academy whose graduates are not eager to go to college is not doing good work. Wherever learning or study or ambition are at a discount, inspiration is lacking and the school is weak at a vital point.

All good work, all high endeavors are born of inspiration. The boy who does not think high things, whose imagination does not revel in glowing pictures of what he hopes to be and to do, is training himself to be contented with the bald necessities of life.—Education.



## IN THE SCHOOL-ROOM.

THE NAUGHTY LITTLE GIRL.

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She is homely. She is tricky ;  
And, I am greatly grieved to tell,  
Her hands are always sticky  
With a chocolate caramel.  
Her dolly's battered features  
Speak of many a frantic hurl.  
She's the terror of her teachers—  
That naughty little girl.

She can whoop like a Comanche.  
You can hear her round the square ;  
Further—like an Indian she  
Often creeps and pulls my hair,  
And she steals into my study ;  
And she turns my books a-whirl ;  
And her boots are always muddy—  
That naughty little girl.

She dotes upon bananas ;  
And she smears them on my knees ;  
She peppers my havanas ;  
And delights to hear me sneeze.  
Yet—why, I can't discover—  
Spite of every tangled curl,  
She's a darling, and I love her,  
That naughty little girl !

—Exchange.

THOUGHTS FOR THOSE WHO THINK.  

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Spring will come, slow lingering,  
Opening buds of faith.  
Man goes forth to meet his spring,  
Through the door of death.

—Adela Cathcart.

No endeavor is in vain ;  
Its reward is in the doing,  
And the rapture of pursuing  
Is the prize the vanquished gain.

—Anon.

Before man made us citizens, great nature made us men.—James Russell Lowell.

When an opportunity knocks at your door don't stop to ask why it is there, or it will be gone.—Anon.

O river of to-morrow, I uplift  
Mine eyes, and thee I follow, as the night  
Wanes into morning.  
Still follow, follow ; sure to meet the sun, and confident,  
that what the future yields  
Will be the right, unless myself be wrong.

—Anon.

Youth and white paper take any impression.—Anon.

Memory is the store house of our ideas.—Locke.

Step by step lift bad to good.—R. W. Emerson.

O, better struggle for a high desire,  
Too starlike high for winning, than assume  
Low, ease-worn ends !

—Supt. Geo. E. Hull.



Take heed lest by your heat you burn yourselves.—  
Shakespeare.

Signs concerning a man are picked up; these signs are  
put together, the total forms a reputation.—Victor Hugo.

A fixed idea is a gimlet.—Victor Hugo.

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### TEN TRUE FRIENDS.

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Ten true friends you have,  
Who, five in a row,  
Upon each side of you  
Go where you go.

Suppose you are sleepy,  
They help you to bed;  
Suppose you are hungry,  
They see you are fed.

They wake up your dolly  
And put on her clothes,  
And trundle her carriage  
Wherever she goes.

These ten tiny fellows,  
They serve you with ease;  
They ask nothing from you,  
But work hard to please.

Now, with ten willing servants,  
So trusty and true,  
Pray who would be lazy  
Or idle—would you?

—Home and School Visitor.

Below are the nine longest words in the American language at the present writing :

Suticonstitutionalist.

Incomprehensibility.

Philoprogenitiveness.

Honorificabilitudinity.

Anthropophagenarian.

Disproportionableness.

Velocipedestrianistical.

Proantitionsubstationist.

Transubstantiationableness.

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### INTERESTING THINGS TO TELL PUPILS.

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The full capacity of the lungs is about 320 cubic inches.

The human skeleton consists of more than 200 distinct bones.

Each perspiratory duct is one-fourth of an inch in length ; of the whole about nine miles.

About two-thirds of a pint of air is inhaled and exhaled at each breath in ordinary respiration.

The skin contains more than 2,000,000 openings, which are the outlets of an equal number of sweat glands.

An amount of blood equal to the whole quantity in the body passes through the heart once every minute.

A man breathes eighteen times a minute, and 3,000 cubic feet, or about 375 hogsheads of air, every hour of his existence.

To ascertain roughly the length of the day and night at any time of the year, double the time of the sun's rising, which gives the length of the night, and double the time of setting, which gives the length of the day.

The American cents of 1787 bore the motto, "Mind your business."



It is estimated that the land in the United States is worth \$12,500,000,000.

The ordinary honeybee weighs one five-thousandth part of a pound, when not loaded. When loaded 1800 bees will make a pound.

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### MEMORY DEVELOPMENT.

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To develop the memories of your students :

1. Have them attend closely. You know it has been said that attention is the stuff of which memory is made.

2. Lead your pupils to take an interest in their work. Your boys are able to tell every particular of an interesting story long after they have forgotten other things talked about at the same time.

3. Discourage mere memorizing. Things that are memorized are, as a rule, less understood and remembered than those in which the ideas may be given in the student's words.

4. Require a frequent review of that which the pupil has learned. The story teller best remembers the stories most frequently told.

5. Lead the pupils to connect their knowledge by the primary and natural laws of memory, such as : Similarity, Contrast, Cause and Effect, Contiguity in Time and Place. By joining with the idea we would remember some other which bears some resemblance or marked contrast to it in some way, or which bears some relation to it either in time or place, we may, by the association of ideas, remember both, when otherwise, we might hunt for them in vain.

I have often noticed in my school work that the students having the best memories were the best thinkers. Hence I reason, that the more we really remember the more we think.—Normal Instructor.

ENCOURAGE SINGING.

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Do you let the little ones sing enough? What is the nature of the songs? Do you teach them to use their voices musically while singing? Do you sometimes say, "Softly now; see how sweet you can make this sound?" Do you tell that tone is of more value than noise? Do you talk with them about the character of their songs, and find out the influence that is being derived therefrom?

How about the health of the little people? Do you find out if they come in with wet feet after walking to school or playing in the snow? Do you see that they are properly wrapped when they start out? Do you look after those that cough, complain of sore throat, headache, etc.?

And how do you ventilate your school-rooms? How often do you get an entire change of air? Do you encourage the confidence of the children in their plays, and in their troubles? Have you forgotten how serious the troubles of life appeared to you in that far-away time? God pity you if your childhood has become so hazy by time and distance that your heart has ossified in its progress toward the end, and God pity the children who have fallen under your tutillage!—Educational Exchange.

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THE EUCALYPTUS TREE.

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The culture of the Eucalyptus tree has become very common in California. This tree is used for various purposes, the most common use being for fuel. It is planted around orchards to break the force of the wind. Its use in California became common owing to the rapidity with which it grows. The first year it is planted it usually reaches a height of ten feet, and fifty feet in three years is



not an uncommon growth. At the end of the third year the tree can be cut for fuel, and this is worth from \$6.00 to \$9.00 a cord. An acre of this wood of three years' growth will usually sell for about \$50, while eighteen years' growth will average \$100 an acre.

The Eucalyptus tree is a native of Australia. There it is used for fuel, shipbuilding, and manufacturing. The bark of the Eucalyptus abounds in tannin and is extensively used for tanning leather. From the leaf of this tree manna is extracted, which is used for medicinal purposes. The Eucalyptus trees are the tallest trees in the world, sometimes reaching 500 feet in height.

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### LETTERS FROM OUR YOUNG PEOPLE.

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The first NORTH CAROLINA TEACHER letter-writing contests for a prize ends with this number of the journal. We give you eight interesting letters in THE TEACHER this month, one of them from the extreme eastern part of our State, the others from the mountains.

How we all have enjoyed these letters from our young people! They have been full of nature, of childhood, of innocence, of ambition, of truth, and of hope; and thus they have strongly attracted us to the young writers. The letters are now in the hands of a committee for careful examination and the successful competitor will be notified as soon as the committee reports in order that the prize may be selected and forwarded.

Now, we want to have more letters from our boys and girls, and another prize (value \$10.00) is offered for the best letter, to be awarded on Christmas day. We want to hear from several hundred boys and girls and every letter received will be published. Every pupil in a North Caro-

lina school, from eight to eighteen years old, is cordially invited to enter this contest and write a letter to THE TEACHER. All letters are restricted to five hundred words (about five pages of ordinary note paper) and only one side of the sheet is to be used.

LAKE WACCAMAW, N. C., February 4, 1895.

*Mr. Editor.*

DEAR SIR: I am a little girl eleven years old. I live at Lake Waccamaw and a very pretty place it is, I think, especially in the summer. Our lake is five miles wide and seven miles long and we have a nice little boat on the lake and we go fishing very often. There are two large pavilions here and in summer we often have excursions from Wilmington and other places. My brother and I go to school to Miss Sophie Martin; she is our dear teacher and all of her scholars are devoted to her. This is my second year at school. I am studying spelling, reading, arithmetic and geography. I am going to study hard and want to be a teacher one of these days myself. I believe I have written all I can think of.

Yours truly,

MARY R. MCGWIGAN.

GREENLEE, N. C., April 17, 1895.

*Editor North Carolina Teacher.*

DEAR SIR: I will try and write you a letter, as my teacher wants me to.

Our school is at the foot of the Blue Ridge and near the bank of the Catawba river, about the center of McDowell county. I live about a half a mile from the school. Mrs. H. E. Brown is our school teacher; she has been teaching at this place thirteen years. My father's house is situated on a high hill overlooking the valleys of the Catawba river, and I can see on the other side of the river the Western North Carolina railroad and the trains that stop at Greenlee siding. We haven't any depot yet but expect to have one soon, and we haven't any telegraph office yet, but I think we will have one some time. I live between the free school-house and the high school; I can go to the high school in the winter and to the free school in the summer. I live also about half way between two Sunday-schools; I go to one in the morning and to the other in the afternoon. We have no regular preaching, but the ministers come out from the neighboring towns and preach for us about once a month. I have a little sister eight years old going to school and she is very fond of spelling; she has taken the prize several terms. I have two sisters and three brothers; my oldest sister died



last week at Asheville; she was going to school at the Normal and Collegiate Institute; she was one of the graduating class. I am fourteen years old. I study spelling, grammar, arithmetic, physiology, geography and history.

I hope you will like my letter, and I would be very glad to receive the prize.

Yours truly,

S. L. WILLIAMS.

GREENLEE, N. C., April 17, 1895.

*Editor North Carolina Teacher.*

DEAR SIR: As you are so interested in the schools of North Carolina I will try and give you a short story about our school. It is called the Greenlee High School, named in honor of Mr. James M. Greenlee who is now dead and who once owned much of the land near here. The academy is situated on a beautiful hill near the centre of McDowell county and near the banks of the Catawba river, about six miles from Marion and eight miles from Old Fort. We have a railroad siding in a mile from here, known as the Greenlee Siding, and a post office in half a mile, and have mail every other day except Sunday, and that is not a working day, and we all try to keep the Sabbath holy. Our school is a boarding school as well as a day school and has been taught here for fourteen years. Our teacher's name is Mrs. H. E. Brown, *nee* Miss Greenlee. She is a good teacher; she has been teaching for many years and we hope that she may be able to teach as long as she may live; she taught in the North some years ago. I like to go to school. I study grammar, spelling, arithmetic, astronomy and latin. We have monthly examinations and on my last reviews my average standing was  $96\frac{3}{4}$ , a little higher than any of my grade.

My home is seventeen miles from here, a beautiful valley by the name of North Cove; it is located between two large mountains known as the Linville and Blue Ridge ranges. We have some very beautiful scenery. Four miles from the valley on one hand is the Pinnacle, which is a large rock on top of the mountain. It is a very rough way getting up there. Five miles on the other hand is the beautiful Linville Falls.

Our family numbers nine. I have five brothers, and one little sister who is six years old. My father and mother are both living and all my brothers are living. I have one brother older than myself. I am seventeen years old. Can't you stretch your prize limit and let me in?

I remain yours truly,

SORRELLA J. MCCALL.

GREENLEE, N. C., April 17, 1895.

*Mr. Eugene G. Harrell, Editor North Carolina Teacher.*

DEAR SIR: Since you have offered a prize for the most interesting letter I thought I would enter the contest.

I am sixteen years old and have lived in Greenlee for ten years. I am a Louisianian by birth but a North Carolinian by adoption. I left Louisiana for the beautiful mountains of Western North Carolina when I was six years old, and have never regretted my leaving it. Where is there a more beautiful country in the world than Western North Carolina?

I am an orphan boy and have no brothers or sisters. I go to school at Greenlee High School with Mrs. H. E. Brown, *nee* Miss H. E. Greenlee, as teacher. It is my ambition to get a good education and study law, but a learned lawyer told me, "Never be a lawyer unless you can be a good one." I think he was right. This active world has no need of professional cranks. I am studying Reed & Kellogg's Grammar, Wentworth's Algebra, Lockwood's Lessons in English, Bingham's Latin Grammar and Steele's Astronomy. Our school is situated just below one of the spurs of the Blue Ridge, and is completely shut in by beautiful hills, rising just high enough not to obstruct the view. Back of us toward the north Mt. Mitchell rises in all his grandness and seems put there to keep guard over the people below him. Eight miles toward the west the beautiful little Round Knob with its lovely fountain greets the tourist's eye. The railroad passes through this county and is only half a mile from the school-house. We have a flag station and switch over there, but no depot yet, but I guess we will have a depot before long.

There was a fearful wreck about three miles from here. A freight train on April 14th got derailed and strewed the cars around like chips. There were only two persons killed, the engineer and fireman.

I expect my letter will get in rather late, but "Better late than never."

Hoping you much success with THE TEACHER, which we all like, and in your advancement of education,

Very respectfully,

CHARLES HOPKINS.

GREENLEE, N. C., April 17, 1895.

*Editor North Carolina Teacher.*

DEAR SIR: I am going to write a letter about our school. I will try my best. I am eight years old. I am in spelling, third reader, geography and arithmetic. There is a good old lady near the school-house and our teacher waits on her at noon. We go and call on her. We have a big school-room and we have a big play-ground. We have a nice time playing. We have Sunday-school and preaching and also every day school. I had a sister going to Dr. Lawrence's school and she took sick last week and died, and I have a little brother at home; he isn't but four years old, he will be five the 19th of next month; and I have three more brothers besides him, one is eighteen years old and



one eleven years old; their names are Seawell, Leonard, Garland and Walter. We live in a nice white house. Sometimes the wind blows very hard—we think it will almost blow us away. We have a big barn; the hens lay up in the hay and we have to hunt the eggs, and some times we find twenty at one time; we have some guineas and they all lay in one nest. My father has a nice young orchard and by the time I get grown we expect to have some apples, then we hope you will come up some summer and help us to eat them. We live half way between Marion and Old Fort; we can do our trading at either place. We can buy anything we want and we can sell our butter and chickens and eggs there. I expect some of them come down to Raleigh and you get some of them to eat. Mr. Editor, I hope you love them.

If Mary Lizzie Miller, the little girl who goes to Miss Emma Rankin's school, and is eight years old, will write to me I will answer her letter. My teacher says she used to go to school to her teacher.

Your little friend,

DELLA MAE WILLIAMS.

GREENLEE, N. C., April 17th, 1895.

MR. EDITOR: Our teacher has been reading us some of your letters, and as it is composition week I will write instead of a composition a letter for THE NORTH CAROLINA TEACHER. I am fifteen years old and I live in Old Fort, but I am going to school at Greenlee, eight miles from my home. Greenlee is a small place but very pretty. Our teacher is Mrs. Hattie E. Brown. We all love her for she is such a good teacher. The school is a boarding school as well as a day school. There is no church here but services are held in the school-house. Our teacher has taught a great many schools but this is the first one of her schools I ever attended. I left home the 25th of February. I love to go to school and I think I am getting along with my lessons nicely. I have been taking music lessons ever since I was seven years old, and painting some, too, but not as long as I have been taking music lessons. I am the oldest daughter at home. I have a brother nearly twenty going to school at Wake Forest; he will graduate in a year. My father is the oldest engineer on the Western North Carolina railroad. We live in a very pretty place in Old Fort, which is located at the foot of the Blue Ridge. It is not a very large place but a very pretty place. We have four churches and a good school. The Catawba Falls is about four miles from where I live, and Mitchell Peak is about seven. There are some very pretty places just out from town a little ways. Every summer there are parties going off for mountain trips and some times staying for a week or so.

I invite all who read this to come and visit our little town for I know you would enjoy yourselves, and I know we would enjoy having you.

I will close, hoping you may some time visit the mountains and our school.

Your sincere friend,

MAUD E. TERRELL.

GREENLEE, N. C., April 17, 1895.

DEAR MR. EDITOR: My teacher, Mrs. H. E. Brown, told our school that you would like to have a letter from every school in the State and I have concluded to write one. My father is a farmer. We have six in family—one girl and two boys, father and mother and grandfather; grandmother is dead. I am twelve years old. I am studying spelling, third reader, geography and arithmetic. The school-house is a large one. The school-room is up stairs. I like to go to school very much. There is preaching here and Sunday-school at the school-house. There is an old lady living here and the teacher waits on her and takes care of her. I go in at noon and call on her; I like her very much. This is a boarding school and I live about two miles and a half from the school-house near the Blue Ridge mountains and close to a beautiful stream of water named Clear Creek. There is a saw-mill near our house where they cut a heap of lumber and haul the lumber to the railroad about three miles from our house. There are some beautiful speckled fish in Clear Creek, and wild beautiful flowers grow on the bank of the creek. I think you would enjoy yourself to make a visit up here some time. My father has got a small store; some times my mother and I sell goods for him. Our farmers are now planting their crops; we raise corn, wheat, oats and potatoes, and we have the nicest milk and butter. Our water comes from a nice spring. We live about six miles from Marion; sometimes I go with my father when he goes after goods; I like to see the people and nice stores and the trains that come to the depot. I like to read the letters that the children have written to THE TEACHER; if some of the little girls would like to write to me I would like to answer them.

Your true friend,

ELLA S. PATTON.

GREENLEE, N. C., April 17th, 1895.

*Editor North Carolina Teacher.*

DEAR SIR: As you are interested in the school work of North Carolina I will attempt to give you a brief description of our school and surrounding country.

Our school is situated near the centre of McDowell, near the Catawba river, about six miles from Marion, the county site, and about eight miles from Old Fort, and is taught by Mrs. Hattie Brown, *nee* Miss Greenlee, from whose father it received its name as the Greenlee High School. It is noted for its pure air, good health, and especially for its springs and streams which glisten as they flow along in the sunshine. This school is taught in a large two-story building which was built about sixteen years ago by Mrs. Brown, our teacher, who has been teaching at this place for the last fourteen years, and during that length of time she has taught and brought up boys and girls from all over the



county, and not only from this county but from various counties, and even from other States.

Our village is noted specially for its surroundings. When we look in front we behold a beautiful little valley which looks like it had spring and summer all the year; while farther on we see an elevated hill of several hundred feet which contains flowers of every description; farther on we come to the bottoms known as the Greenlee lands. It is about one mile wide and several miles in length and is the most fertile part of McDowell county. Farther on we come to the Catawba river, which is noted for its fish. Finally, after traveling one-half mile we come to the Richmond and Danville railroad at the station known as the Greenlee Siding, which is owned by the Greenlee heirs. Next we notice the rear of our school-house; we notice an elevated plateau, and farther we see a large hill which is covered with rhododendren now budding to bloom, but as beautiful as this may be, and all of its pure air and railroad advantages, but amid all of them I am compelled to say that my old home, which is about fifteen miles from Marion on the north fork of the Catawba and is known as the North Cove Township, excels this place in grandeur, for on the east we look and see Linville mountain, which is a solid rock as far as your eye will glance, while on the other side we behold the Blue Ridge with its deep gorges; while about ten miles farther up the valley we come to the famous Linville Falls which leaps about seventy-five feet and falls into a pool thirty-three feet in depth and about a hundred feet square, and is noted for its large fish and beautiful limestone water.

Well, I will stop writing as I might trespass too far on your valuable space. Trusting that you may be able to visit the mountains soon,

Very respectfully,

HERBERT MCCALL.

## North Carolina Teachers' Assembly.

### ORGANIZATION 1894-'95.

C. D. DENSON, President, Raleigh.

E. G. HARRELL, Secretary and Treasurer, Raleigh.

MISS SOPHIA MARTIN, Avoca, Music Director.

MISS MAMIE BULLA, Asheboro, Assistant Music Director.

#### VICE-PRESIDENTS:

- |                                |                                 |
|--------------------------------|---------------------------------|
| 1. J. Y. JOYNER, Greensboro.   | 5. W. J. FERRALL, Wake Forest.  |
| 2. W. H. RAGSDALE, Greenville. | 6. MISS HATTIE NIXON, Windfall. |
| 3. J. H. HORNER, Oxford.       | 7. MISS ELIZA POOL, Raleigh.    |
| 4. L. W. CRAWFORD, Durham.     | 8. JAS. ATKINS, Asheville.      |
| 9. A. T. ATKINSON, Goldsboro.  |                                 |

#### EXECUTIVE COMMITTEE:

- |   |                          |
|---|--------------------------|
| C. B. DENSON, <i>ex-officio</i> Ch'n, Raleigh.  | M. L. SHIPMAN, Brevard.  |
| E. G. HARRELL, <i>ex-officio</i> Sec., Raleigh. | JAS. DINWIDDIE, Raleigh. |
| C. F. SILER, Holly Springs.                     | C. W. TOMS, Durham.      |
| P. P. CLAXTON, Chapel Hill.                     | E. P. MOSES, Raleigh.    |
| JOSEPH KINSEY, LaGrange.                        |                          |

#### COUNSELLORS:

Each County Superintendent in North Carolina.

#### TWELFTH ANNUAL SESSION:

Morehead City, Tuesday, June 18, to July 1, 1895.

### ASSEMBLY.

TEACHERS will enjoy the work of Miss Minnie Redford with her model class at the Assembly. She is from the Raleigh Graded Schools, and is one of the best primary teachers in the South. She will conduct a class in its first steps towards knowledge each morning from 9:30 to 10:30 o'clock in the model school-room of the Assembly,



and the practical value of Miss Redford's work will be exceedingly helpful to every teacher who aspires to greater success.

THE programme is now ready and appears in this number of THE TEACHER. Copies will be sent to any address upon application. It is a fine treat of educational and literary work and will give great pleasure to all the Assembly.

HON. WALTER R. HENRY, of Henderson, will open the twelfth session of the Assembly by an address, on June 19th. He is one of the finest orators of our State, and the Assembly is truly to be congratulated on his acceptance of the invitation.

YOU will almost think that "everybody has come to the Assembly this session" when you get to Morehead City and see the great gathering of teachers and their friends. This is going to be a big session both as to attendance and work and it will be a delight to thousands of people who are present.

IN THE resignation of Mr. E. P. Moses, Superintendent of the Raleigh Graded Schools, and his departure from the State, we lose one of our foremost educators. He has been closely identified with our educational work since the system of graded schools began to be established in North Carolina, and many of their excellent features are the outcome of his zeal and aggressiveness. Mr. Moses has accepted the chair of Pedagogics in the Normal Training School at Spartanburg, S. C.

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#### PROGRAMME.

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*Tuesday, June 18.*

On June 18th, the teachers and their friends will leave home for Morehead City, all trains making close connection at Goldsboro with Atlantic & North Carolina Railroad.

*Wednesday, June 19.*

9:30 A. M.

"PRIMARY TEACHING."—Miss Minnie Redford, City Schools of Raleigh, will illustrate her methods of Primary work one hour each day with a class of twelve little children in the model school-room.

11 A. M.

ANNUAL ADDRESS, by President C. B. Denson.

Appointment of Special Committees.

4 P. M.

Complimentary sail to the Assembly by boatmen of Beaufort and Morehead City.

8:30 P. M.

OPENING ADDRESS, by Hon. W. R. Henry, of Henderson, N. C.

10:30 P. M.

RECEPTION, by Officers and Committees of the Assembly, in ball-room of Atlantic Hotel.

*Thursday, June 20.*

11 A. M.

"THE SUPREME MOMENT IN THE HISTORY OF NORTH AMERICA AND SOME OF ITS RESULTS."—Dr. W. A. Mowry, President Martha's Vineyard Summer School.

8:30 P. M.

"POETICAL AND HUMOROUS RECITATION."—Miss Virginia Culbertson, of Ohio.

*Friday, June 21.*

11 A. M.

Instrumental Music Contest for Assembly Gold Medal, by pupils of the schools for girls in North Carolina.

8:30 P. M.

"NAPOLEON'S EASTER SUNDAY IN 1803."—Dr. W. A. Mowry, Hyde Park, Mass.

*Saturday, June 22.*

Recreation, rest, and sight-seeing among the historical places in and around Morehead City and Beaufort.

*Sunday, June 23.*

11 A. M. AND 8:30 P. M.

Religious exercises in Assembly Hall.

*Monday, June, 24.*

11 A. M.

"LOCAL SCHOOL TAX ELECTION IN 1896."

1. Dr. L. L. Hobbs, President Guilford College.
2. Superintendent M. C. S. Noble, City Schools, Wilmington.
3. Superintendent E. P. Moses, City Schools, Raleigh.



"SUPERVISION OF DISTRICT SCHOOLS."

1. Hon. John C. Scarborough, State Superintendent of Public Instruction.
2. President Chas. D. McIver, Normal and Industrial School.
3. County Superintendent A. J. Connor, Northampton County.

8:30 P. M.

"OLD TIMES IN THE SOUTH."—Dialect Recital, Mr. Polk Miller, Richmond, Va.

*Tuesday, June 25.*

II A. M.

"WHAT SHOULD BE TAUGHT IN THE PUBLIC SCHOOLS OF NORTH CAROLINA." (Report of "Committee of Fifteen" as basis of discussion):

1. Superintendent J. D. Eggleston, City Schools, Asheville.
2. General Discussion.

"GEOMETRY IN THE ELEMENTARY SCHOOLS."

1. Principal R. J. Tighe, City Schools, Asheville.
2. Miss Gertrude Mendenhall, State Normal and Industrial School.

8:30 P. M.

"TRAINING TEACHERS FOR OUR PUBLIC SCHOOLS."

1. Professor P. P. Claxton, State Normal and Industrial School.
2. Superintendent Alex. Graham, City Schools, Charlotte.

*Wednesday, June 26.*

II A. M.

Oratorical Contest for the Assembly Gold Medal. One speaker from each Literary Society in the colleges for males.

8:30 P. M.

"SCIENCE IN THE ELEMENTARY SCHOOLS."

1. Professor W. L. Poteat, Wake Forest College.
2. Miss Minnie Halliburton, Asheville.

*Thursday, June 27.*

II A. M.

"IMPROVEMENT OF TEACHERS NOW IN THE SCHOOLS."—Miss Edith Royster, City Schools, Raleigh.

"WHAT SHOULD CHILDREN READ IN AND OUT OF SCHOOL?"

1. Miss Emmie McVea, Raleigh.
2. Miss Susie H. Dinwiddie, Peace Institute, Raleigh.

8:30 P. M.

"ENGLISH IN THE SECONDARY SCHOOLS."—Professor J. Y. Joyner, State Normal and Industrial School.

"PENMANSHIP AND BOOK-KEEPING."—Professor Yerex, Fayetteville Military School.

*Friday, June 28.*

10:30 A. M.

Annual Election of Officers of the Assembly.

11 A. M.

"WHAT SHOULD BE REQUIRED FOR ADMISSION INTO OUR COLLEGES?"

1. President J. B. Shearer, Davidson College.
2. Principal Hugh Morson, Raleigh Male Academy.
3. Col. T. J. Drewry, Horner School, Oxford.

8:30 P. M.

Literary and Musical Entertainment by the Assembly.

*Saturday, June 29.*

8:30 P. M.

Closing Exercises of the Assembly.

From 10 to 10:30 o'clock each morning the time will be given to the consideration of business in the following order:

1. Reports of Standing Committees.
2. Reports of Special Committees.
3. Report of Daily Programme Committee.
4. Unfinished Business.
5. New Business.

Evening lectures are limited strictly to forty minutes, leading papers in daily sessions to thirty minutes, all others to twenty minutes, and speeches in discussion to ten minutes. This rule, made by the Executive Committee, will give ample time for the consideration of every subject, and it will secure time for the very necessary general discussion of important educational matters which will be brought before the Assembly.

Every speech, lecture or paper upon the programme is open for a general discussion by the Assembly, and ample opportunity will be given to all who may desire to be heard upon any matter under consideration.



## EDITORIAL.

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THE June number of THE TEACHER will not be issued until after the meeting of the Assembly, in order that we may give our readers a full report of the proceedings.

WE HOPE to meet a great many of our friends at the Teachers' Assembly. What would the educational brotherhood do without this grand reunion each year? How we look forward for months to the pleasant meeting, and how the delightful recollections love to linger in our memory!

THE school commencements have been more brilliant this season than ever before. Vast crowds have attended them and the occasions have been real educational revivals.

MR. LOGAN D. HOWELL, Superintendent of the Goldsboro Graded Schools, has been elected to succeed Mr. E. P. Moses as Superintendent of Raleigh city schools. This is a wise selection by the Raleigh School Board. Mr. Howell is a young educator of great energy and ability and we congratulate the capital city upon securing him as Superintendent of her schools.

ISN'T this a good time to renew your subscription to THE TEACHER?

SEND us all the educational news of your community.

# THE NORTH CAROLINA TEACHER.

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VOL. XII.

RALEIGH, JUNE, 1895.

NO. 10.

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EUGENE G. HARRELL,

EDITOR.

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## "A SONG OF SCHOOL."

—  
A PARODY.  
—

BY ANNIE E. NORMAN, PORT ROYAL, KY.

With weary, disconsolate air,  
And feet too tired to walk,  
A school teacher stood 'midst a crowd of boys,  
Plying the birch and chalk.  
Switch, switch, switch !  
For the breaking of every rule ;  
Yet in a voice of minor pitch,  
She sang this "Song of the School."

Teach, teach, teach !  
When the bells toll half past eight ;  
And preach, preach, preach !  
When 'tis four by the dial plate ;  
The public's veriest slave,  
In bonds, like the barbarous Turk,  
With scarcely time one's soul to save,  
Yet calling it genial work.

Teach, teach, teach !  
While the babel of tongues grows worse ;  
And teach, teach, teach,  
Representing an oft felt curse ;



"Boys, and bother and books,  
And books, and bother and boys,"  
'Till heart and brain would fall asleep  
But are both sustained by the noise.

O parents, with small boys here !  
O "Board" of the "School Trustees,"  
'Tis not books and fuel that are giving out,  
But the teacher's life, if you please.  
A and B and C,  
And C and B and A,  
With only the "breaks" of the bad, bad boy,  
To vary the work of the day.

And why should I call him bad ?  
The poor little restless elf ;  
I hardly blame him for chafing so,  
I feel like yelling myself ;  
I feel like screaming myself, I say,  
Because of the school I keep ;  
O Lord ! that dress goods should be so dear,  
And the school teacher's wages so cheap !

Talk, talk, talk,  
From weary morn until e'en ;  
Grinding out knowledge from day to day,  
Like an automatic machine,  
And what are my wages ? the children look  
As if I, their jailer, were ;  
And my purse is so blank, a stamp I thank,  
For sometimes being there.

"Five times two are ten,  
And two into ten goes five" ;  
Over and over that table they con,  
'Till I wonder I am alive.

Ah, Patriarchical Job,  
I reverence your patient shade,  
But had you taught in a public school  
You would a different record have made.

Read, and write and spell,  
In the dull November light ;  
And spell and write and read,  
When the days are long and bright,  
While out in the dismal streets,  
The girls go trooping along ;  
They scorn, they mock, they laugh,  
And twit me with their song.

Oh, for but just one day—  
For a change to some other cage,  
Or to sit in that grim Professor's chair,  
Instructing girls of my age.  
A little laughing would ease my mind,  
But the spirit of mirth must down,  
For every symptom of glee is checked,  
And all smiles are changed to ominous frowns.

So with fingers weary and worn,  
And feet too weary to walk,  
I still must stand, mid this awful din,  
Plying the birch and chalk.  
Switch, switch, switch !  
(For this is my daily rule),  
Would that my story could touch some heart,  
I sing this "Song of the School."



THE GOOD SCHOOL.

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"The good school," says Herbart, "is everywhere the same, whether it be moderately large, as the grammar school, or far-reaching as the high school and college, or as small and narrow as the elementary and village school. It always nourishes the same interests; it always leads to thinking as well as observation; it always points to the beautiful in the world and the sublime above it; it always awakens sympathetic participation for domestic and civic weal and woe.

Therefore, because it does this without omitting anything about it; because it does it uniformly without giving one thing the preference over the other—therefore it is a good school. The sole difference lies in the means which it employs.

"The glory of the elementary school consists in this, that it accomplishes much with little."

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THE OLDEST TEACHER.

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It seems that the oldest teacher in the United States is to be found in North Carolina.

George W. Martin, Cabarrus county, near Coddle Creek church, is the oldest school teacher in all these United States. He has been teaching for forty-eight years. He was born in 1827, and began teaching in 1844, and taught his last school in 1892. He is now sixty-eight years old and has taught in twenty-eight different school houses. Mr. Martin has taught only in four adjoining counties, namely: Iredell, Rowan, Mecklenburg and Cabarrus. The limit of his work did not exceed a radius of eighteen miles. He has not traveled about very much.

Mr. Martin never taught beyond the reach of his home, always going to his home on Saturdays and back to his work on Monday morning. He can spell every word in Webster's "blue-back speller" and designate the vowel sound of accented syllables. Over five thousand different children have received his instructions.

Mr. Martin says that the *Atlanta Constitution* claimed that Georgia had the oldest teacher in the United States—one that had taught forty-six years. Mr. Martin comes to the front with two years on him.

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### TYPEWRITER NOMENCLATURE.

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Business education has insisted that reform is necessary in adopting suitable words to distinguish between the office necessity that talks and the one that clicks, and we are glad to announce that the following new words, with their meanings, have been coined by the New York *Herald*:

Typine—A typewriting machine. The accent falls upon the last syllable—type-een.

Typer—A male operator on the typine.

Typess—A female operator on the typine.

To Type—To write on the typine.

Typoscript—Typewritten, or typewritten manuscript.

It may aid the memory to state that the first word, "typine," is formed by taking the first and last syllables of the expression, "typewriting machine," and that it means the same as the complete expression. Also that the last one, "typoscript," is formed by taking the first one and the last two syllables of the expression, "typewritten manuscript," and changing, for the sake of euphony, the "u" of the second syllable into an "o."



There is a vacancy in the English vocabulary which these words fill. The typewriting industry has sprung up within a comparatively short time, but no words have come into general use to meet the requirements of the situation. A general movement would quickly establish them, and it is to be hoped they will be adopted by typewriters generally.

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### WHAT IS WOMAN FOR?

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"What is woman for?" was asked at a meeting of the American Social Science Association, in Saratoga. The New York *Sun* makes this reply:

"She is for soul, for thought, for love, for bewitchment, for romance, for beauty, and for man. She is for this world and for other worlds. She is for all time and after time. She is for memory and for hope. She is for dreams beautiful. She is for poetry and art. She is for the fulfillment of the human imagination. She is for the household and her mate. She is for everything that is worth anything. She is for life. She is for faith. She is for earth and heaven. She is for summer and winter. She is for the glory of the world, which would be intolerable without her. She is for delicacy and daintiness. She is for youth, for middle age, for old age. She is for the merry-hearted and for the weary-footed. She is for light. She is the crown of creation, the consummate masterpiece of nature. It was Robert Burns who, in an hour of ecstasy, sung:

"Auld Nature swears the lovely dears  
Her noblest work she classes, O!  
Her 'prentice han' she tried on man,  
And then she made the lasses, O!"

## “FRIDAY LUCK,” GOOD AND BAD.

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Friday is an unlucky day, they say. Well, yes ; and so are Saturday, Sunday and the rest of the week if a day is to be called unlucky because some unpropitious events happen on it. Here are some notable events happening on Friday, handed up by a careful investigator whose name THE TEACHER would be glad to give if it had any means of finding out :

Lee surrendered.

Moscow was burned.

Washington was born.

Shakespeare was born.

America was discovered.

Richmond was evacuated.

The Bastile was destroyed.

The Mayflower was landed.

Queen Victoria was married.

Fort Sumpter was bombarded.

King Charles I. was beheaded.

Napoleon Bonaparte was born.

Julius Cæsar was assassinated.

The battle of Marengo was fought.

The battle of Waterloo was fought.

The battle of Bunker Hill was fought.

Joan of Arc was burned at the stake.

The battle of New Orleans was fought.

The Declaration of Independence was signed.

Are there no “lucky” things in the list? THE TEACHER takes very little stock in “luck,” any way. It is good enough in its way, perhaps, but the person who puts a *P* before it and works it out on that plan is the one who gets the most out of life every time.



## THE "NEW LEARNING."

If any of our readers doubt the originality and genuineness of the "gems" below, we can only refer them to Miss A. C. Graham, of Anerley, England, who has, the *London Globe* tells us, received a prize from the "University Correspondent" for the best collection of "school-boy howlers," from which collection these selections are taken:

Esau was a man who wrote fables and who sold the copyright to a publisher for a bottle of potash.

Titus was a Roman Emperor—supposed to have written the Epistle to the Hebrews—his other name was Oates.

Oliver Cromwell was a man who was put into prison for his interference in Ireland. When he was in prison he wrote "The Pilgrim's Progress" and married a lady called Mrs. O'Shea.

Wesley was the founder of the Wesleyan Chapel, who was afterwards called Lord Wellington; a monument was erected to him in Hyde Park, but it has been taken down lately.

What is Divine Right? The liberty to do what you like in church.

Perkin Wasbeck raised a rebellion in the reign of Henry VIII. He said he was the son of a prince, but he was really the son of respectable people.

Phœnicians—The inventors of Phœnician blinds.

Bacchanal—A native of Bechuana in South Africa.

Chimæra—A thing used to take likenesses with.

Watershed—A place in which boats are stored in winter.

Cynical—A cynical lump of sugar is one pointed at the top.

Keats wrote a savage criticism on Endymion, which brought on consumption.

Hamlet was very weak minded. Fond of study. But

was too weak to fulfill his duty which the Ghost had told him. He was very good to his mother. He profains madness, he really only put it on, but some people say he was mad. One day when he was fighting the king asked him if he would have something to drink & he had put poison in it & Hamlet said he would wait the Queen took it & then she falls down dead Hamlet immediately stabs his father & drinks the poison and dies.

What do you understand by the Augustan age in English literature? We mean the time of Cædmon, who flourished and wrote "Comus" about the time that St. Augustine converted the people of Kent.

Briefly describe the heart and its function or work.—The heart is a comical shaped bag. The heart is divided into several parts by a fleshy partition. These parts are called right artillery, left artillery, and so forth. The function of the heart is between the lungs. The work of the heart is to repair the different organs in about half a minute.

What are the metamorphic rocks? Rocks that contain metaphors.

"What is the matter?" queried a teacher. "You seem to be rather uncomfortable there." "I've got the interjection, sir," was the unexpected reply.

Explain the words fort and fortress. A fort is a place to put men in, and a fortress is a place to put women in.

What is a Republican? A Republican is a sinner mentioned in the Bible.

The two chief volcanoes in Europe? Sodom and Gomorrah.

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### WHERE IS THE COLLEGE-MADE MAN?

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I asked a city banker to give me a few names of presidents and vice-presidents and cashiers of our great New York City banks who had begun as boys or clerks. He



sent me thirty-six names, and wrote he would send me more next day. I cannot burden your columns with a complete list, but here are a few of the best known: Williams, president Chemical Bank; Watson & Lang, Bank of Montreal; Tappin, president Gallatin National; Brinckerhoff, president Butcher and Drovers Bank; Clark, vice-president American Exchange; Jewitt, president Irving National; Harris, president Nassau Bank; Crane, president Shoe and Leather Bank; Nash, president Corn Exchange Bank; Cannon, president Chase National; Cannon, vice-president Fourth National; Montague, president Second National; Baker, president First National; Hamilton, vice-president Bowry Bank, and so on.

The total absence of the college graduate in every department of affairs should be deeply weighed. I have inquired and searched everywhere in all quarters, but find scarcely a trace of him. Nor is this surprising. The prize-takers have too many years the start of the graduate; they have entered for the race invariably in their teens—in the most valuable of all the years for learning anything—from fourteen to twenty; while the college student has been learning a little about the barbarous and petty squabbles of a far-distant past, or trying to master languages which are dead, such knowledge as seems adapted for life upon another planet than this, as far as business affairs are concerned—the future captain of industry is hotly engaged in the school of experience, obtaining the very knowledge required for future triumphs.

I do not speak of the effect of college education upon young men training for the learned professions, but the almost total absence of the graduate from high position in the business world seems to justify the conclusion that college education as it exists is fatal to success in that domain. The graduate has not the slightest chance, entering at

twenty, against the boy who swept the office, or who begins as shipping clerk at fourteen. The facts prove this.

There has come, however, in recent years, the polytechnic and scientific school, or course of study, for boys, which is beginning to show most valuable fruits in the manufacturing branch.

The trained mechanic of the past, who has, as we have seen, hitherto carried off most of the honors in our industrial works, is now to meet a rival in the scientifically educated youth, who will push him hard—very hard indeed. Three of the largest steel manufacturing concerns in the world are already under the management of three young educated men—students of these schools who left theory at school for practice in the works while yet in their teens. Walker, Illinois Steel Company, Chicago; Schwab, Edgar Thomson Works; Potter, Homestead Steel works, Pittsburg, are types of the new product—not one of them yet thirty. Most of the chiefs of departments under them are of the same class. Such young educated men have one important advantage over the apprenticed mechanic—they are open-minded and without prejudice. The scientific attitude of mind, that of the searcher after truth, renders them receptive of new ideas. Great and invaluable as the working mechanic has been, and is, and will always be, yet he is disposed to adopt narrow views of affairs, for he is generally well up in years before he comes into power.

It is different with the scientifically trained boy; he has no prejudices and goes in for the latest invention of newest method, no matter if another has discovered it. He adopts the plan that will beat the record and discards his own devices or ideas, which the working mechanic can rarely be induced to do. Let no one, therefore, underrate the advantage of education; only it must be education adapted to the end in view and must give instructions bearing upon a man's career.—*The New York Tribune.*



GRUBE SYSTEM DISCARDED.

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Philadelphia has discarded the Grube system on the following grounds :

This system of combining four or five operations from the beginning of instruction in arithmetic is opposed alike to the philosophy of the science of numbers and the natural development of the mind of the child.

Addition and subtraction are fundamental processes of arithmetic, while multiplication and division are derivative processes from these fundamental ones. The old writers on arithmetic were correct in saying that multiplication is a short process of addition, and division is a short process of subtraction. To attempt to teach these four processes simultaneously is thus to attempt to teach derivative processes before the child has a clear idea of the fundamental ones.

In the historical development of the science there is no doubt that the fundamental processes antedated the derivative processes, and the historical order of development usually indicates the correct order of primary instruction.

Besides, in the natural development of a child, it will be seen that it obtains sums and differences long before it begins to derive products and quotients, and its operations with fractions are still longer delayed.

It is thus clear that the attempt to use the Grube System with young children often resulted in confusion and failed to secure the results desired.—*School Journal*.

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HOW SHALL I TEACH?

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“How shall I teach?” It has been supposed that the college professors had nothing to learn on this question, but a late meeting of the presidents of several leading col-

leges appears to have been devoted to this subject. The principals of the academies that once were so numerous in this State, supposed that any young man that "knew enough" could teach; the establishment of one normal school and then another, and then another, showed that the public protested against such a conclusion.

There is a "way" in teaching. Against this the assertion is often made that every teacher has a "way" of his own. But these "ways" have similarities. The "ways" of all really good teachers closely resemble each other in their general features; men of different temperaments, voices, bearing, and physical make-up, will undertake similar work in a similar way.

Teaching that is not based on the teacher's knowledge of the pupil lacks everything. The first effort of the normal school should be to teach the would-be teacher to know the pupil. "What do you know of children?" should be the question rung in the ears of the one who applies for a place in the school-room. And it is helpful that children resemble each other in general mental features as they do in bodily ones.

It is the fault of the past to demand the possession of certain knowledge and allow the teaching to be a miscellaneous jumble, a scramble to learn the spelling of certain words, how to do certain "sums," etc. There is a plain struggle beginning to lift teaching out of this entanglement; it began in the primary classes and not in the universities; but it is destined to reach the universities. When the university mind takes hold of it the effect will be felt in every primary school, for there is a profound philosophy in teaching. We are now nearing the stage of philosophical teaching.—*New York School Journal*.



AN OLD FARMER'S OPINION.

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"There is so much being said in the country about hard times and the scarcity of money, and as everybody has a cause and knows a remedy, I thought I would write to tell your readers what is the cause. The trouble is, we buy more than we produce. There is too much flour and bacon shipped here every year. The things we ought to make at home we are buying.

"We let our timber rot and buy our plow stocks, single-trees, axe handles, hoe handles and fencing.

"We throw away our ashes and buy soap and axle grease.

"We give away our beef hides and buy hame strings and shoe strings.

"We let our lands grow up in weeds and buy our brooms.

"We let the wax out of our pine and gum trees go to waste and buy chewing gum for our children.

"We build school houses and hire teachers and send our children off to be educated.

"We land a 5-cent fish with a \$4 fishing-rod.

"We send a 15-cent boy out with a \$20 gun and a \$10 dog to kill birds.

"We raise dogs and buy wool.

"And about the only thing in this country that there is an overproduction of is politics and dogtics."

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TEACHERS' SALARIES.

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An old teacher once said to a young associate, "You are just beginning a life-long profession. Make up your mind now, never, without excellent reasons, to teach in a school for less than your immediate predecessor, and try to raise the salary during your stay, if possible." Soon after, the

young teacher, who didn't care very much whether she began her work that term or the next, was interviewed by the trustee of a country school, who was in something of a hurry to get a teacher, as the spring work was coming on and he wanted to get the children "out of the way." The following dialogue ensued:

"Now, I want a good school. There are forty-two children, 'off and on,' more 'on' than 'off' when they've got a good teacher. Last teacher was a man. Expect to get a girl for less, of course. The highest class is algebra, and we don't want no children sent home at half-past three. We'll give you \$7. What do you say?"

"You paid the last teacher \$9, didn't you?"

"Well, yes, as I said before, he was a man, and we don't calculate to pay a woman as much, you know."

"You expect the same work done, don't you?"

"Why, yes, school's got to go all the time."

"And you expect it just as well done?"

"Why, of course, it wouldn't do to slack up any. Want algebra, and the law says there has got to be some physiology now."

"Well, I'll come for \$9."

"But we can't pay \$9 just for a girl. Annie Brown taught here last summer for just \$7," etc., etc.

They argued for awhile, and when the teacher was about to withdraw the trustee called her back and hired her for \$9, remarking that the money wasn't his, nohow.

The next winter the former teacher returned, but found that the present teacher was going to remain. He also found that crayons had been substituted for rough pieces of chalk, and neat erasers for dirty, ragged cloths. He was also surprised to learn that there was a janitor. The next year that teacher got her salary increased to \$10; a year from then she received \$12, and the next term she didn't



get a cent of salary. It was not with her "a life-long profession." The reason was that she got married. Just think of the years of professional usefulness that teacher lost by getting married! She married a Methodist minister. Her desertion was a calamity to the district. But it wasn't a calamity for that Methodist minister. The last heard of him he had built seven churches in seven successive charges, and was still at the business. It pays to be alive to the exigencies of the situation. If every teacher would try just one term to imitate a worthy precedent in some line of reform right in his own school-room, so that all who come after might see the "foot-prints in the sand" and more readily follow in the path of right-doing, what a vast, onward sweep the cause of education would receive.—*Educational News.*

#### DIFFERENT WAYS OF LOOKING AT IT.

"Dear me!" said scowling Molly May,

"What very horrid weather!

One day is hot, the next is cold—

Of course a person's got to scold

About such changing weather!"

"Ha, ha!" laughed little Marjory,

"Such very funny weather!

One day is hot, the next is cold—

And so you never have to scold

At having the same weather!"

—*Our Little Men and Women.*

## IN THE SCHOOL-ROOM.

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### PAST TROUBLES.

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Never recall them. They only serve to detract from present happiness. Some people have a very passion for relating over and over again all the trials, troubles, afflictions, pains, aches, torments and injuries they have ever experienced. It is much more than useless. Dwelling on past misfortunes is the way to convert all present good into absolute evil. What though we have suffered; if we do not now suffer, let us praise God, thank fortune, bless our stars, and enjoy ourselves.

“The blest to-day is as completely so,  
As who began a thousand years ago.”

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### PRACTICING SONG.

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Ri tum tiddy-iddy, ri tum tum !  
Here I must sit for an hour and strum.  
Practice is the thing for a good little girl.  
It makes her nose straight, and it makes her hair curl.

Ri tum tiddy-iddy, ri tum ti !  
Bang on the low notes and twiddle on the high.  
Whether it's a jig or the “Dead March in Saul,”  
I sometimes feel as if I didn't care at all.



Ri tum tiddy-iddy, ri tum te!  
I don't mind the whole or the half note, you see.  
It's the sixteenth and quarter that confuse my mother's  
    daughter,  
And a thirty-second really is too dreadful to be taught  
    her.

Ri tum tiddy-iddy, ri tum to!  
I shall never, never learn the minor scale I know.  
It's gloomier and awfuller than puppy dogs a-howling,  
And what's the use practicing such melancholy yowl-  
    ing?

But ri tum tiddy-iddy, ri tum tum!  
Still I work away with my drum, drum, drum.  
For practice is good for a little girl.  
It makes her nose straight, and it makes her hair curl.

—*Treasure Trove.*

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### WHY DO WE INVERT THE DIVISOR?

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This subject is discussed in nearly every institute, and yet when the examiner asks that question, the answers many times show that it is not clear in the mind of the teacher. In several institutes where we have seen attempts to explain the matter, it has become thoroughly mixed from the number and variety of the explanations given, and the teachers who did not understand it are left in a worse state of confusion than at the beginning.

The following by a western teacher make it about as clear as it is possible to be made:

If the child has been properly taught up to the time of the introduction of division of fractions he will understand the relation that each fraction holds to the unit from which

it was derived. If he does not understand this, you will teach it to him in the following, or some better way: Draw a line upon the board that is nine inches long; let them think of this line as a unit or 1. Use 1, 2, 3, 4, etc., as divisors, and secure the quotients  $1$ ,  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ , etc. These quotients are readily perceived by the pupils. Use  $\frac{2}{3}$  as a divisor.

Show that  $\frac{2}{3}$  is contained in the unit one time and one-half of another time, or  $\frac{3}{2}$  times. Use  $\frac{3}{4}$  as a divisor, and show by use of line and other means, that it is contained in 1, 1 and  $\frac{1}{3}$  or  $\frac{4}{3}$  times. Use other fractional divisors and generalize as follows: A fraction is contained in the unit from which it is derived as many times as is indicated by the fraction inverted. Follow this conclusion with many questions similar to the following:

How many times is  $\frac{5}{7}$  contained in 1?

$\frac{5}{7}$  represents the division of 1 by what number?

What fraction is contained in 1  $\frac{6}{7}$  times?

A man divides an acre of land into plots of  $\frac{2}{13}$  of an acre each. How many such plots can he secure?

You say that  $\frac{2}{3}$  is contained in 1 how many times?

*Pupil:*  $\frac{2}{3}$  is contained in one  $\frac{3}{2}$  times.

Then how many times will it be contained in  $\frac{1}{2}$  of 1?

*Pupil:*  $\frac{1}{2}$  of  $\frac{3}{2}$  times.

And how many times is  $\frac{7}{8}$  of 1?

*Pupil:*  $\frac{7}{8}$  of  $\frac{8}{7}$  times.

What does an inverted fraction show?

*Pupil:* The number of times that the fraction is contained in 1.

Analyze the following: Divide  $\frac{5}{6}$  by  $\frac{3}{4}$ . Analysis:  $\frac{3}{4}$  is contained in 1  $\frac{4}{3}$  times, and it is contained in  $\frac{5}{3}$  of 1  $\frac{5}{6}$  of  $\frac{4}{3}$  times, or  $\frac{20}{9}$  times, or  $\frac{1}{9}$  times, or 1  $\frac{1}{9}$  times.

Give many examples, have the analysis written and you need not fail to make this plain to any class.—*American Journal of Education.*



A MAN HAS mistaken the secret of human life who does not look for greatness in the midst of folly, for sparks of nobility in the midst of meanness; and the well-poised mind distributes with impartiality the praise and the blame.  
—*Shorthouse.*

Small service is a service while it lasts.  
Of friends, however humble, harm not one.  
The daisy, by the shadow which it casts,  
Protects the lingering dew-drop from the sun.

—*Wordsworth.*

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### WISE AND BEAUTIFUL ANSWERS.

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A Sophist, wishing to puzzle Thales with difficult questions which he had arranged, put the following, to which Thales answered without hesitation and with utmost precision :

What is the oldest of things? God, for He existed always.

What is the most beautiful? The world, for it is the work of God.

What is the greatest of all things? Space, for it contains all things.

What is the most constant? Hope, for it remains when all else is fled.

What is the best of all things? Virtue, for without it there is nothing.

What is the quickest? Thought; in a moment it can reach the end of the universe.

What is the strongest? Necessity; it makes men face all danger.

What is the easiest of all things? To give advice.

What is the most difficult? To know thyself.—*Young Men's Era.*

## EDITORIAL.

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NORTH CAROLINA was not largely represented at the meeting of the National Educational Association in Denver, Colorado. We regret this, as we know that every teacher who attends this great meeting of our country's educators is much benefited. Why cannot the next session be held in Washington?

UNDER THE new school law the counties will soon adopt series of books for their public schools. The indication is that very few changes will be made, if any. The State Board of Education has selected for our public schools a series of books that cannot be excelled in quality, and no other books of equal merit can be supplied at a lower price. Besides, our county officials are going to "let well enough alone" for the present, and thus save to the people many thousand dollars of unnecessary expense in changing the school books.

THE TWELFTH annual session of the Teachers' Assembly, held at Morehead City June 19-30, was a very delightful and profitable session. A great deal of excellent work was done and everybody enjoyed the meeting. Not quite so many persons were present as usual, on account of the great scarcity of money just now, and because many of those who attend the Assembly will this year go to the Atlanta Exposition instead. The hotel accommodations and fare were very good, and most of the persons attending remained throughout the entire session. The newly elected officers for the ensuing year are: Professor J. Y. Joyner, President, Normal and Industrial School; Mr. Charles J. Parker,



Secretary and Treasurer, Raleigh. The present Secretary, Mr. Harrell, after twelve years of service, informed his friends that the extra press of his business made it impossible for him to again accept the position of Secretary.

THE TEACHERS enjoyed the primary work done by Miss Minnie Redford at the Assembly with her class of little girls and boys. She is an accomplished teacher and thoroughly understands the child.

WE BELIEVE that all our schools will be better attended this fall than at any time during the past three years. There is a stronger educational sentiment prevailing, and parents are wisely determined to educate their children however many sacrifices are to be made to do this.

THE North Carolina Book Company has in preparation two new English grammars, primary and advanced. The books are arranged on the catechetical plan throughout, and this feature will prove invaluable to the public schools. Most of the useless complications of grammar, such as are found in many other works, are absent from these new books, and the author has designed that the child shall acquire a knowledge of our language more quickly than by the study of any other text-books on this subject—and she has succeeded in her efforts by constant use of her grammar in manuscript in her school-room for many years. The books will be ready about October 1st.

WE HAVE a number of applications in hand for positions to teach, and we will be glad to assist any principal or school officer who may be needing a teacher. We recommend only such teachers as we know to be fully competent to fill the positions. There is no charge whatever for any service we may be able to render in this direction. Please send names of all schools in your vicinity that are without teachers.

ABOUT OUR TEACHERS AND SCHOOLS.

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MR. S. C. THOMPSON has a fine school at Fallston.

REV. J. E. DOWD is principal of the Germanton High School.

MISS L. H. WHITFIELD is principal of Jackson Female School.

MR. S. A. CHAMBERS is principal of the flourishing Academy at Brevard.

REV. C. M. MURCHISON has been engaged to take charge of the high school at Morganton.

MR. DANIEL MCRAE, of Laurinburg, has taken charge of the High School at McCall, S. C.

MRS. M. C. PHELPS, Ph. B., is principal of Saluda Seminary, an industrial school for girls.

MISS DAISY B. WAITT, of Raleigh, has accepted a position as primary teacher in Monroe High School.

MR. T. A. SMOOT, of Cabarrus county, has been elected Head-master of Trinity High School, Randolph county.

REV. C. L. T. FISHER is principal of Mount Amoena Seminary, a high-grade school for girls at Mount Pleasant.

MESSRS. PRINCE and Wilson are principals of the Scotland Neck High School. It is a boarding school of high grade,

REV. W. O. PETTY and Rev. G. T. Gresham have been elected principals of the Yorkville (S. C.) High School, succeeding Rev. J. N. Booth, who resigned to become President of Mars Hill College.

MESSRS. O. C. HAMILTON and H. D. Stewart are principals of Union Institute at Unionville. The school is enjoying a prosperous career.

CAPT. JEFFERSON DAVIS, Superintendent Davis Military School at Winston, expects to have an unusually large attendance of boys this fall.

MAJOR J. W. YEREX has moved the Fayetteville Military Institute to Wilson and will open the fall term with largely increased facilities for usefulness.

THE ENTERPRISING people of Morehead City have completed arrangements for the establishment of a first-class high school at that place. We congratulate our friends on their success.

COL. J. T. DREWRY, who has been so long connected with the Horner Military School at Oxford, has severed his connection with that institution and has established a Military School at Fayetteville.



MISS MADIE BELL (Greensboro Female College) has been teaching near her home in North Harlowe. Miss Tempe Betts, a teacher of New Bern, spent two or three weeks with her after the Assembly.

SUPT. E. P. MOSES, of the Raleigh Graded Schools, having tendered his resignation to accept the Chair of Pedagogics in Winthrop Training School at Spartanburg, S. C., will enter upon his new work early in September.

THERE IS a strong sentiment throughout North Carolina that the State University should admit girls as students with the same privileges as the boys. This sentiment will doubtless open the doors of the University to the girls within a few years.

THE UNIVERSITY Summer Normal School was much more largely attended this session than ever before. One hundred and thirty-six teachers were present, and the work was of a high order of excellence. We wish the school increasing prosperity.

SUPT. LOGAN D. HOWELL, of the Goldsboro Graded Schools, has been elected to succeed Supt. Moses in Raleigh. Mr. Howell is a thorough school man, and the Capital is to be congratulated upon securing him as Superintendent of her public schools.

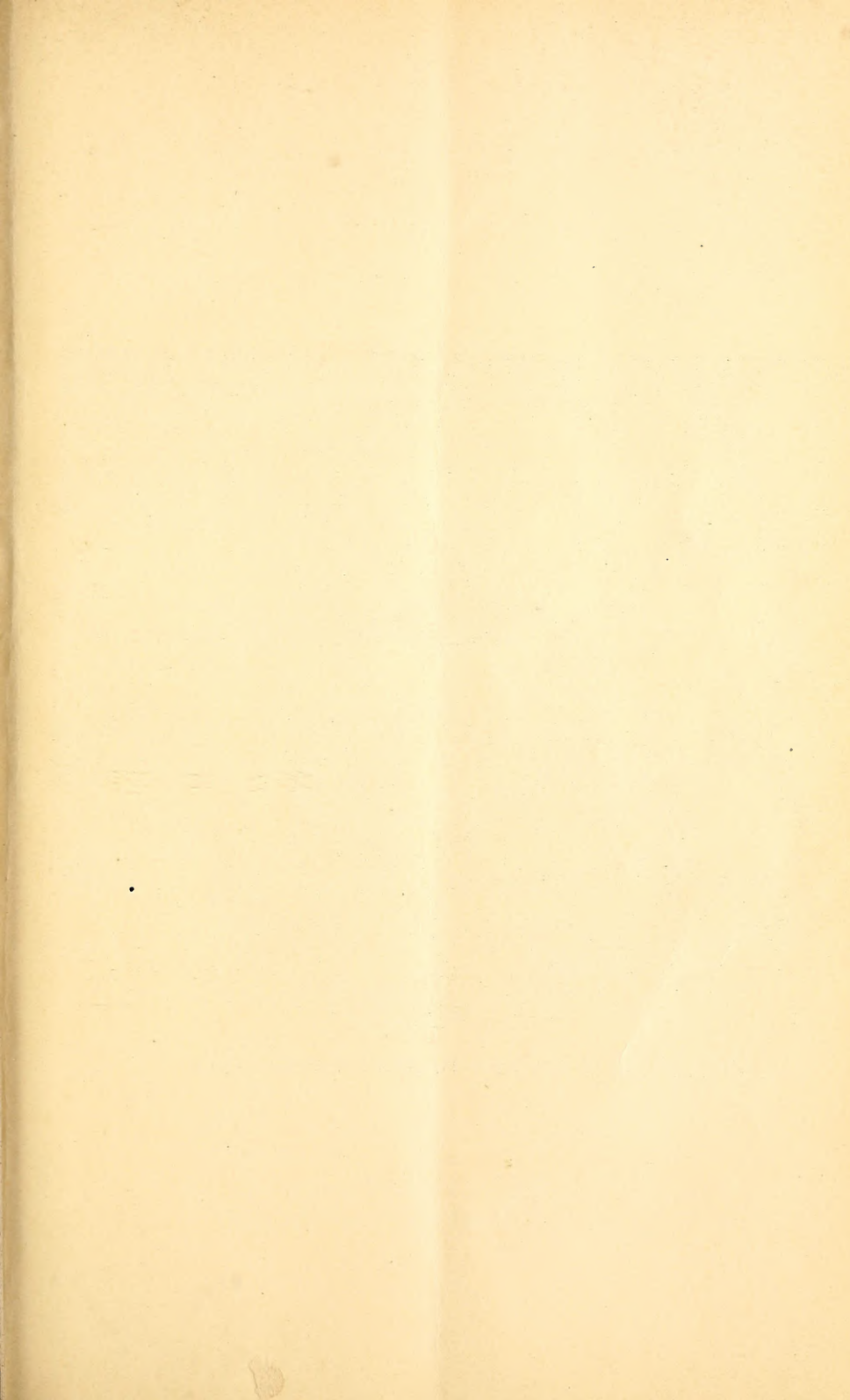
REV. J. B. BOONE, D. D., has been chosen by the Trustees of Thomasville Orphanage to succeed Mr. J. H. Mills as superintendent of that institution. Mr. Mills is a devoted friend to the orphan children, and is really the founder of the Thomasville Orphanage, and has been its superintendent from its beginning.

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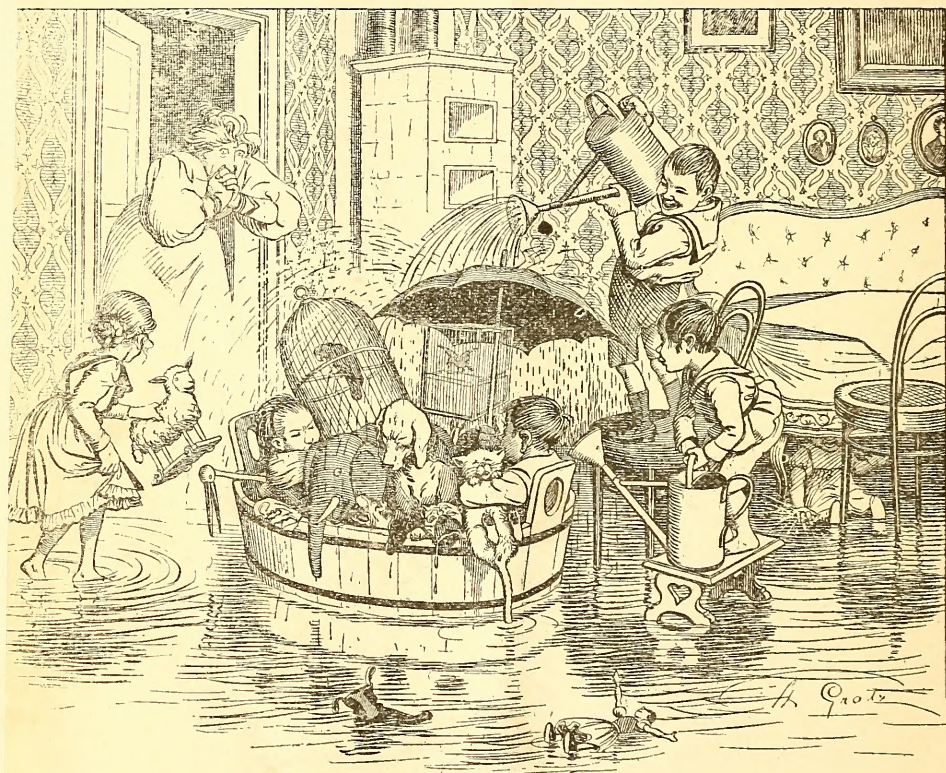
## CUPID AMONG THE TEACHERS.

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MISS EMMA CHADBURN, a teacher of Wilmington, was married on Wednesday, July 31, to MR. GEORGE C. WORTH. Miss Chadburn was a member of the Teachers' European party in 1889, and has been a member of the Teachers' Assembly for several years. Mr. and Mrs. Worth will sail from San Francisco August 31st for the China Mission field.







CHILDREN'S GAME—PLAYING NOAH'S ARK.

# THE NORTH CAROLINA TEACHER.

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EUGENE G. HARRELL,      -      -      -      -      -      -      EDITOR.

## SCHOOL DAYS.

BY REED SAVAGE, KANSAS, ILL.

As we in the school-room gather,  
Each one from his home so dear,  
May we feel the strain of duty  
In the work we're doing here.  
Work to us is ever pleasant,  
While our minds in knowledge grow;  
Well we know that in the future,  
We our knowledge gained must show.

Then each morning as we gather,  
We will ever keep in view,  
That our future lives are moulded  
By the acts we daily do.  
May we then with constant effort  
Strive to others to be kind,  
Leaving selfish thought and actions  
From the ever-peaceful mind.

Well we know the time is coming  
When our school life will be o'er,  
And no more we'll meet together,  
As we oft have done before.  
Let's in honor grow with knowledge,  
That in evil we'll ne'er fall,  
And in manhood's field of action  
There will be a place for all.



ON SPELLING.

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The *News* of March 23d, in "Editorial Notes," quotes from a letter to the *Louisville Courier Journal*. The writer cites flagrant cases of bad spelling, and says: "We are neglecting spelling, and doing pupils a great wrong. I believe that there should be spelling every day through the school course, up to the day of graduation."

This is the correct view; spelling should be an every-day exercise. It should be incidental with all pupils, and stated with all except those who are doing their first school work. It is at this stage of the work that the foundation of spelling, good or bad, is laid and much of the latter can be traced to the word method of teaching reading, or rather to the faulty method of using it, spelling being entirely neglected.

The pupil should be taught to spell from the printed or written form, and also without the form in view, every word he has learned as a whole. If this course be pursued he learns to recognize the letters and their power in words, and, by the time his vocabulary numbers a hundred or more words, he will have acquired the ability to master new words of equal difficulty, unaided, and he will not be obliged to turn appealingly to his teacher whenever he meets a new word. More than this, he will have learned the first lesson in the road to success—self dependence.

Learning to spell is almost wholly an exercise of memory, and it cannot be begun too early in the work of school. The pupil who has the ability to read lessons, such as are found in ordinary first readers, and has not learned to spell correctly, from memory, most of the words found in those lessons, bids fair to add another to the list of bad spellers.

W. H. Payne says: "Many teachers of the word method have overlooked the necessity of causing the child to learn the names of the letters, to recognize them at sight, just as

they have learned to recognize words, and to name those letters in their established order." A grave blunder! Give the child the ability to use the same means that every advocate of the word method, as well as of every other method, uses whenever confronted with those unpronounceable names that are daily met with in our magazines and cosmopolitan newspapers—the ability to spell and syllabify. Until you have done this you have failed to equip him properly.

It may raise a smile to the lips of those who see no good in any except so-called new methods, to say that pupils should be taught "to name those letters in their established order." Nevertheless, the fact remains, that pupils who have not acquired this knowledge are not prepared to use intelligently or successfully either a dictionary or an encyclopaedia. While I would not discard the word method, still less would I neglect to teach the letters and spelling.—*Educational News.*

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FOR THE NORTH CAROLINA TEACHER.

## PSYCHOLOGIC CLOUDS.

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BY E. R. DICKSON, COAL CREEK, TENN.

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If, as some people think, education means scholarship, then there is very little of value in those formulas which the progressionists have chosen to call methods of training which they wish to substitute for the weary plodding required by that system of education which recognizes critical knowledge of a subject as the best evidence of the highest training to be obtained either in the college or in the school. Of the many short roads advertised to take one past "the wearisome bitterness of his learning," and to put his mind in such condition that it grasps the difficulties of learning and of teaching with the ease and grace of an ath-



lete when posing before the camera, Pedagogic Psychology is now considered by far the most important. For it is confidently asserted that one who is posted in psychologic dicta can take hold of the student's mind and make it perform. We are not informed as to the how of this operation, but the professionals who hold forth at institutes and associations say "the thing can be done;" that Psychology is the key to teaching and to learning. Aristophanes, in the *Clouds*, has not made Socrates and Strepsiades say more absurd things than many of the exponents of reform are saying in reference to education. When Strepsiades asks in wonder, if thought waters the cresses, and Socrates, in his basket swinging above the stage, is made to say that being above the earth he thinks of things beneath the sun, they are not at all more silly than the pedagogic Psychologists who direct teachers and professors to apply the principles of Psychology to the minds of their pupils, and thus become successful teachers. A leader not only in psychologic investigations, but also in the mythical new education, said to his hearers, "teach your pupils to think, and that is better than words and memory." Was ever a sentence uttered which contained more absurd inconsistencies than this? Who ever taught a pupil to think? but suppose that one can teach thinking as he teaches reading and the multiplication table, then how is thinking better than words and memory, since without words and memory thinking is not possible? Without memory the lecturer could never have made that silly statement. Yet it is wonderful with what eagerness not only the public but the teachers grasp such statements and hold them as treasures of thought too good for any place except where the multitude listens. When the talker of the Cook County Normal drew from the dust of ages the statement, "we learn to do by doing," every man and every woman that had interest in the affairs of education listened to that statement at the institute and in

the lecture hall, and read it in educational literature until it became stereotyped upon memory. And furthermore many thought it a wonderful truth just brought to light, and that it would push forward education. Possibly it did help the cause, for if one should say "we dance when we dance," though none might be expected to go into ecstasies over it, yet no one could estimate the influence which such a statement might have upon the world, provided it were uttered by a specialist in educational reform. But Psychology is now the thing that modern thought demands as the booming factor in the process of mental training on the basis of what is termed modern thought. "Teach," says a great authority, "so that your instruction be in conformity with mental operations." Since one could not present a subject contrary to mental operations, the advice seems to be useless. "Study Psychology in order that you may understand the mental aptitude of him whose mind you are to direct." "Pedagogic Psychology," says a *Forum* writer, "is a boon to progressive education." Another says: "We want in all progressive instruction young blood and Psychology."

What an array of wants? How easily some people say strange things. When Monsieur Jourdin discovered that he had been speaking prose all his life he was astounded at his progress in learning.

But Youngblood has the call, because he is young blood and only needs Psychology, and a German pedagogue by name Sinduer has written a treatise on Psychology, upon which he has bestowed the prenommen Empirical in compliment, probably, to the schoolmen that are experimenting upon the credulity of the public. If Youngblood should buy the book, he would at least be the possessor of the book which contains a statement of the latest craze of pedagogic Empiricism. As for his studying it to the mastery of the same, the chances that he will accomplish the feat are about



equal to the 10th term of a decreasing series. But he can try Lindner's psychologic projectile upon his own psyche and note the effect. He will then be all the better prepared to take hold of another's psyche and put it to rights. For example he might try this: "If one wishes to subject the arrest of concepts to mathematical calculation in order to calculate the share of the partial concepts in arrest, one must know first the sum of the arrest and second the relation of the arrest. Then in order to calculate the share in arrest of A and B, one needs only to apply the rule of "Fellowship." Of perception Mr. Lindner makes the following lucid statement: "The perception is nothing more than a sensation isolated from all others, and outwardly projected." The youngblood experimenter can take a sensation, isolate it (a thing just as simple in performance as to calculate the force of thought), then project it outwardly, but not inwardly, since in that case the projectile might disturb the psycho physic balance of the hydrostatic condition of the inner consciousness and establish a hydraulic condition of the same. The experimenter should be careful not to project the sensation to too great a distance, for the concept thus formed from a sensation should be kept in a psychic flask for future "reference." A psychic laboratory would be something unique, and the hustler who first establishes one will rush to the front and gather in the shekles. For the public are just in that state of mind which makes people credulous of the impossible and eager for the sensational, and like the primaeval Athenians, the public are ready to sacrifice to the god of veracity any new comer who has not something wonderful to tell. Prof. Lindner proves (to his own satisfaction) that there is a psycho physic curve, and treats increase of stimulus and sensation in accordance with parts of a conic section, then gravely states that sensation increases at the rate of 1, 2, 3, while stimulus increases at the rate of 1, 2, 4. To make a success of the prepara-

tion, sensation should be started first, so that being isolated and projected outwardly it may become a concept before stimulus overtakes it, and thus the experimenter can save the useless expenditure of Lindner's "Soul Substance." We learn from Lindner that "the soul is a simple substance." Mr. Lindner certainly belongs to the School of Cloud Philosophers, for though he insists that his definitions are clear and stripped of all pomposity of language, he nevertheless gives us the following: "An idea is an inner unextended time condition, and the totality of our ideas is consciousness, and the synthesis of consciousness is self-consciousness." The teacher, to get in contact with the soul substance of his pupils, must know their inner unextended time conditions before he can teach them to project their sensations outwardly and view the precept; but, says Lindner, "Sensation is a constant magnitude—Zero." The simpletons who delight in mysticism and vagaries, can now revel at the feast of Clouds. Dean Swift tells of an association for the extraction of sunbeams from cucumbers. We may yet have one for the bottling of "inner time conditions." If a pharmacist should label his bottles and then hermetically seal them in order that they might not be used, he would fairly represent the use to be made of Psychology in teaching. These are mental phenomena, and we may classify and label them according to our own idiosyncracies. But who can produce these phenomena? Nevertheless, these mind controllers propose to handle the intellect just as butchers hang their meat upon hooks for their customers to view. The educational force of mental phenomena is simply historical, beyond this we are at the beginning. Aristotle divided the mind into faculties, and gave to the whole the name *Fute Lexeia*, which Cicero, in his *Tusculans*, translates as perpetual motion, and we translate as intellect. Any one of the three is fully as good as the Soul-substance, for different classification of the subject does not



place Psychology in the list of Exact Sciences. Nevertheless, mental phenomena have values, but these phenomena are not factors, they are objects. We cannot reduce these phenomena as in chemistry work. We cannot, as in mathematical work, factor them save upon an assumption which must be verified upon another assumption, which operation is equivalent to saying if one assumption is true, then another is true. The "if" cannot be removed. American teachers, says Mr. DeGarmo, have demonstrated their faith in Psychology as the only sure basis of sound pedagogical practice, "but," he adds, "thus far experience seems to have revealed to them but little intimate relation between the two."

What the mass of American teachers do in reference to teaching gives very little evidence of what they think in reference to teaching. It is hard to kick against what people have determined shall be true, for there is a ring behind such demonstrations, and the ring has made such disposition of its forces as will generally hold the public until disgust becomes a factor of opposition. Socrates so aroused the hatred of the populace by his exposure of the fallacies of the Sophists that he was adjudged worthy of death, and the fallacies remained to be removed only by the sovereign power of time. Very few teachers will have the hardihood to think aloud, for they have too many ignorant masters in search of such statements as were made against the teacher Socrates. It is indeed well that the average scamp cannot read the defence of Socrates as stated by Plato, since the defence is a full and clear exposition of how men suffer themselves to become tools in the hands of schemers.

What American teachers may do under the condition that now surround them is hardly an exposition either of their faith or of their intelligence. A college professor has written and published an essay upon teaching in accordance with the principles of Psychology, and as his first illustration of psychologic method, he takes a paper triangle, cuts

off the angles, lays them upon a straight line, and as their edges coincide with the straight line no more angles can be joined upon it, therefore the three angles of a triangle equal two rightangles, which are the sum of all the angles that can be formed on one side of a straight line. Now this is a common-place illustration, known to every geometry teacher under the sun, but we are not told how, when nor where the psychologic principle comes into the exposition, besides the writer omits the logical connection between the basis of proof and the proof. It is useless to talk about a force required to produce a result unless the force can be brought to bear upon the operation by which the result is produced. Those who pretend to show the force of Psychology in accomplishing results have not shown it. Those who are seeking to find this force have not found it. The advocates of the psychologic method, the new methods and their own methods, would do well to consider that there are no new methods, and that their methods are devices which if good in one case may be worthless in another. Indeed, there is no substitute for energy and scholarship. Young men and old, young women and old, either by the force of authority or of their own free will, are struggling to grasp the ever-fleeing "how." But the "how to teach Greek" belongs of right only to him who knows Greek. It is indeed time that American teachers begin to consider that there is something of more importance than the devices of dreamers.

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## THE TEACHER SEEN THROUGH CHILDRENS' EYES.

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BY H. S. A.

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Willie is six years old, and began school with the spring term. At the close of school one day, he was playing with



his little neighbor, Billy, who has the "advantage" of him by six months. They were talking about their teachers, whom I know. To find out which ones were in charge of their different rooms, I asked, "who is your teacher, Willie?"

"Oh, she's just a woman!" with the air of one born to be a "lord of creation."

"What do you call her?" I continued.

"I don't call her at all," he replied.

"Well, what do the other boys call her?"

"They say 'Teacher.'"

"But what is her name?" I urged.

"She didn't tell her name," he said.

As I knew it to a common failure of teachers to introduce themselves understandingly to their pupils, I varied the question, and asked, in the vernacular, "what kind of a looking woman is she?"

"Oh! she's long and little round," said he, nonchalantly.

"And what kind of a looking one is Billy's?"

"Oh! she is short and little round."

To ascertain his standard of dimensions, I inquired, "and what would you call me, Willie?" (I am of medium height and build). "Am I short and little round, too?"

"No, you're long and big round," he said. "There's another one comes to our room sometimes," he added, "and she's all shriveled up?"

"And is she long and big round too?" I asked.

"No, she's long and little round."

While I was thinking how difficult it must be for a teacher, long, little round, and all shriveled up, to make a favorable impression upon her pupils, Billy said:

"I've got a diffunt teacher'n' I had."

"Do you like her?" I asked.

"Yes, I like her," he answered hesitatingly.

"And what does she teach you?" said I, indifferently, still wondering what proportion of enthusiasm and other

virtues would be necessary to neutralize the impression made by such an unfavorable physique.

"She don't teach us anything," he said.

"What does she do, then?"

"Oh! she talks to us."

"What about?"

"Oh! 'bout keepin' still, 'n' don't make a noise, 'n' keep your feet still, 'n' stop whisperin', 'n' not want to go out, 'n' not want a drink, 'n' mustn't turn roun', 'n' not—"

"But don't you say your lesson?" I interrupted.

"Course we say our lessons," he replied promptly.

"What lessons?"

"Readin' 'n' spellin'."

"Don't you have any number work?"

He looked a bit puzzled. "Can you count any?" I asked.

"Hnh! I can count a hundred!" he answered, scornfully.

I was looking over my garden seeds at the time, so I laid down a handful of sweet peas and said, "well, count those."

He looked at them doubtfully, and began to count rapidly, and had got to thirty before I could catch my breath.

"Hold on!" I said, "are you counting the peas?"

"I'm couutin' a hundred," he answered.

"But I want you to count the peas!" I said.

"I can't count peas, but I can count a hundred," he replied doggedly, and holding fast to the form of sound words.

I set aside a small number and said, "Willie, count those."

He did so, and answered correctly, "seven!"

"Now, Billy," I said, "if I give you two, and give Willie two, how many will I have left?"

"Hnh?" he answered, "you've got a hull lap full!"

"What did you read about to-day?" I asked, to change the subject.

"Less see!" he said, slowly, "I bet I forgot! I can read



it to you," he suggested, wishing to recover any ground he might have lost by that admission.

"Well, run over and get your book, and read it to me!" was my reply.

"Huh! I don't haveto have a book!" he said.

"Why, yes you do! How can you read without a book?"

"Huh! I don't read that way. You just hear me!" said he boastingly, and he continued in a straight line, "see the cat on the mat can I pat the fat cat oh yes did the six little pigs run yes and the big pig too can the fish—I forgot the next word—in the dish no not the dish the dish is too—"

"Yes! I see," said I, as he paused, and wondering myself what it was all about. "It's partly the story of a fish. Can you spell fish?"

"'Course I can," he answered proudly.

"Well, spell it."

"I gness I'll go get my book," he said a little slowly.

"You don't need a book to spell," I exclaimed.

"Yes, I do, too! How can I tell which way the letters go 'less I see 'em?"

"Do you know what letters are in fish?" I asked carelessly.

"I know 'em when I see 'em!" he answered doggedly.

"Does the teacher have the boys in your room go up to the head?" I inquired.

"No, they go down to the foot!" he said.

At so much topsy turvy information, it is not surprising that the sweet peas suddenly rolled out of my lap onto the floor. I ought to have picked them up, but I didn't *mea culpa!* I might have had the boys help me, and made of the task such an interesting lesson on counting peas, instead of a hundred, but I didn't; *mea culpa!* I might have rewarded them for so doing by giving them all they could count, but I didn't, and in not doing I set such a bad example; *mea maxima culpa!*

But the intellectual atmosphere seemed a little duty!

"Come boys!" I said, "get on your caps! Let's go out and see if the blue-birds have come!"

## SHORT METHODS IN ARITHMETIC.

### THE SECRET OF RAPID CALCULATORS.

One-third memory, one-third practice and one-third trick, that is the secret of most rapid calculators who figure before the public. Yet there is a principle involved in all rapid calculations, which is often important for every one to be familiar with. Here are several of them:

Curious and useful contractions.—To multiply any number of figures by 11.

RULE.—Write the sum of the figures between them.

Multiply 45 by 11. Ans. 495.

Here 4 and 5 are 9, which write between 4 and 5.

To square any number of 9s instantaneously and without multiplying.

RULE.—Write down as many 9s less one as there are 9s in the given number, an 8, as many 0s as 9s, and a 1.

What is the square of 9,999? Ans. 99,980,001.

EXPLANATION.—We have four 9s in the given number, so we write down three 9s, then an 8, then three 0s, and a 1.

To square any number ending in 5.

RULE.—Omit the 5 and multiply the number as it will then stand by the next highest number, and annex 25 to the product.

What is the square of 75? Ans. 5,625.

EXPLANATION.—We simply say, 7 times 8 are 56, to which we annex 25.

Rapid process of multiplying mixed numbers.—A valua-



ble and useful rule for the accountant in the practical calculations in the counting-room.

RULE.—To the product of the whole number add half their sum plus  $\frac{1}{4}$ .

What will  $3\frac{1}{2}$  dozen eggs cost at  $7\frac{1}{2}$  cents per dozen?

Here the sum of 7 and 3 is 10, and half this sum  $3\frac{1}{2}$   
 is 5, so we simply say 7 times 3 are 21 and 5 are 26,  $7\frac{1}{2}$   
 to which we add  $\frac{1}{4}$  \_\_\_\_\_  
 $26\frac{1}{4}$

N. B.—If the sum be an odd number, call it one less to make it even, and in such cases the fraction must be  $\frac{3}{4}$ .

For multiplying any two numbers together, each of which involves the same fraction :

To the product of the whole numbers add the product of their sum by either fraction, after which add the product of their fractions.

What will  $11\frac{3}{4}$  pounds of rice cost at  $9\frac{3}{4}$  cents a pound?

Here the sum of 9 and 11 is 20, and three-fourths  $11\frac{3}{4}$   
 of this sum is 15, so we simply say 9 times 11 are  $9\frac{3}{4}$   
 99, and 15 are 114, to which we add the product of \_\_\_\_\_  
 the fractions  $9\frac{9}{16}$   $114\frac{9}{16}$

How the cube root of any number may be given instantly :

Say the cube given is 140,608, of which the root is 52.  
 You know the cubes of the units by heart, thus :

The cube of 1 is 1.

The cube of 2 is 8.

The cube of 3 is 27.

The cube of 4 is 64.

The cube of 5 is 125.

The cube of 6 is 216.

The cube of 7 is 343.

The cube of 8 is 512.

The cube of 9 is 729.

Now as the thousands in the cube exceed 125, and are

less than 216, the tens in the reply must be 5. For the second figure, or units, a curious trick comes in. The cube of 1, 4, 5, 6 and 9 end in the same figure. The cube of 2 is 8; the cube of 3 ends in 7; and reversely, the cube of 8 ends in 2, and the cube of 7 in 3.

So when the questioner says 140,000 (here you say to yourself 50) 608 you say out loud on the instant, 52.

Take another, 39,304. The thousands exceed 27, therefore the root is thirty something. The last figure is 4; therefore the root is 34.—*National Educator*.

### THE STUDY OF GEOGRAPHY.

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It is said when the average young man undertakes his college entrance examination there is no subject that he feels less certain about than his geography. He has been tutored in mathematics and the sciences, and "crammed" in the classics, but unless he has taken a cursory review in his old blue atlas, his knowledge in geography is either very scanty or obscured by the dust of years. In vain he racks his brain for information. Surely he must remember what sea is on the north of Russia, the boundaries of the Desert of Sahara and the general course of the Ganges. But the golden moments slip by, and the brilliant mathematician or learned classical scholar finds himself vanquished by a study that he finished at the age of fourteen.

In the word "finished" lies the explanation of it all. Before he had mastered his own language he is learning to bound Beluchistan, and locate Lake Maracaybo. He knows nothing about the historical, theological, or legendary associations that are connected with almost every inch of the globe, and consequently he learns his boundary, capitals, and statistics like a parrot, and forgets them with equal facility.



Most persons of average education know astonishingly little about geography. If one is inclined to doubt this statement let him take a newspaper and begin to discuss with his neighbor the topics mentioned therein. Let him notice how many of them can locate Dahomey, the Soudan or Mashonaland; how many can follow intelligently a description of explorations in the Arctic regions; how many can give the number of States in the Union, and name their capitals without hesitation; how many can tell you exactly where the battle of Waterloo was fought, or where the Ameer of Afghanistan lives. South America and parts of Africa might as well be a howling wilderness for all that the average person knows to the contrary. And yet we have all of us studied geography and "finished" it years ago.

A child should begin the study of geography as soon as he can read, and finish it—*never*. Every class-room should contain a series of maps suited to the subjects that are studied and recited therein. When a pupil describes a battle, a treaty, or the building of an empire, he should be obliged to point out the very spot where the important event took place. Thus his history and his geography will help each other to stand fast. The same method should be used in every class where it can be made practicable. Teachers are beginning to appreciate the value of associating facts in the minds of their pupils.

It is worse than useless to cram a child's mind with information that he will never use. Certain educators defend this practice by saying that it disciplines the mind of youth, but does it? After the cramming must come the digesting process, and perhaps the child cannot assimilate the food that is found on the pages of some geographies, and, in this case, a loathing for the subject is the certain result.

The only practicable, feasible and sensible method is to teach the child geography every day and year of his school

life, and in this way he will form a habit of consulting his atlas, which will cling to him always, and do more than anything to keep in touch with the progress of civilization. And the time would not be far distant when a complete set of maps would be as necessary an adjunct to a well-equipped private library as the latest dictionary or any other book of reference.—*Goldthwaite's Geographical Magazine*.

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## COUNTIES WHICH HAVE DISAPPEARED.

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BY JUDGE WALTER CLARK.

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Unlike States, which are sovereign and indestructible, and which were the creators of the Union, counties are the creatures of the Legislature and can be created, abolished, or re-established at will. As stars have disappeared from the quiet sky, so on our roll of counties names once shone which have disappeared forever.

“Like the lost pleiad  
Seen no more below.”

In 1665 the country on both sides of Albemarle Sound was erected into Albemarle county, and that on the west bank of the Cape Fear into Clarendon county. In 1696 both sides of Pamlico river were erected into Bath county. These three, Albemarle, Bath and Clarendon, were thus the A. B. C. of North Carolina history. In 1671, the country north of Albemarle Sound was divided into Carteret, Berkley and Shaftesbury precincts. In 1683 Carteret was changed to Currituck, Berkley became Pasquotank, and Perquimans and Shaftesbury were renamed Chowan. In 1722 another precinct further south was named Carteret, which in 1729 became the present Carteret county. Bath county was



divided into Wickham, Pamticough and Archdale precincts. In 1738, after the government was transferred by the Lords Proprietors to the King, the precincts became counties, the names of the last three above mentioned being changed, and the counties of Albemarle, Bath and Clarendon being abolished. Thus as early as 1738 three counties had been abolished and the names of six precincts (embryonic counties) had been altered—a total of nine.

Since then seven county names have disappeared as follows: Bladen county was at first Pelham. In 1779 Bute, named after the unpopular Earl of Bute, was abolished, and its territory divided into two new counties, named after the patriots Franklin and Warren. In the same year the county which bore the name of the royal Governor Tryon, was divided and the new counties were named in honor of Generals Lincoln and Rutherford. Each of these has since been subdivided. Dobbs county, named after another royal Governor, retained its name till 1791, after the Revolution, when it was divided into Lenoir and Glasgow. Johnston and Martin, though they also bore the names of royal Governors, continue to do so to this day, probably because we had Republican Governors who were named Martin and Johnston. Glasgow, named after the Secretary of State, upon the discovery of frauds perpetrated by him against the State, was changed to Green in 1799. In 1784 Cumberland county, named for the bloody victor of Culloden, was changed to Fayette county, but it was changed back to Cumberland the next Legislature. In 1846 Polk county was created. In 1848 it was abolished. After seven years it was again re-established, in 1855. In the case of Mills *vs.* Williams, 33 N. C. Reports, the Supreme Court affirmed the power of the Legislature to abolish any county at its pleasure. Thus sixteen county names have disappeared—Carteret, Berkley, Shaftesbury, Pampticough, Wickham, Archdale, Albemarle, Bath, Clarendon, Pelham, Bute,

Tryon, Fayette, Dobbs, Glasgow and Polk. Carteret was afterwards bestowed on another county, and Polk, after an eclipse, was re-established.

As to merely verbal or literal changes, Duplin, named after Viscount Dupplin, has, in the friction of the years, lost one of its "p's"; Edgecombe, named after the Earl of Mt. Edgcomb, has materially changed its orthography; Forsyth, which was named for Col. Benjamin Forsythe, who fell in Canada in 1814, and Surry, named for Surrey county, in England, have lost both the final "e" in rolling down the years; and Cleveland, named for Col. Benjamin Cleaveland, one of the heroes of King's Mountain, has by legislative enactment lost the "a."

Among the numerous changes in the names of towns may be noted Wilmington, formerly Newton; Greenville, once Martinborough; Fayetteville, formerly Campbellton and Cross Creeks; Kingston, republicanized by dropping the "g"; Hillsboro, at first Childsboro; Company Shops, now Burlington; and Salisbury, established as Corbinton, in honor of the obnoxious land agent of Lord Granville, Francis Corbin. There have been many similar changes in the names of other towns.

Townships were first established in this State in 1868, but already changes in the names of these have been frequent. Probably the most singular has been in Halifax county, whose classical and alphabetical Chairman of the County Commissioners dubbed the eight townships first created, Arcadia, Bucharía, Caledonia, Dalmatia, Etruria, Formosa, Palmyra and Rapides. As a large part of the newly created magistrates were negroes, the effect was incongruous. Dalmatia township was always styled by the illiterate, in entire good faith, "Damnation" township. A succeeding board of commissioners, more prosaic, has changed these names to Littleton, Weldon, Halifax, etc.



FOR THE NORTH CAROLINA TEACHER.

## NORTH CAROLINA IN WAR.

HER RECORD AND HER GENERALS.

BY JUDGE WALTER CLARK.

The following is a list of the generals whom North Carolina has furnished, and of the various wars through which she has passed:

## BEFORE THE REVOLUTION.

Before the Revolution, North Carolina, owing to the small number of troops she could furnish, had no generals except those of the militia. She had a severe Indian war at home in 1711-'13, which began with the massacre of 22d September, 1711, when 200 men, women and children in a few hours fell beneath the scalping knife. North Carolina was materially aided in the war that followed by troops sent from South Carolina, her own small forces being commanded by Col. Mitchell and Col. McKee. In 1715 she sent her first expedition beyond the State, being horse and foot soldiers under Col. Maurice Moore, to aid South Carolina against the Yemassee Indians. In 1740 she sent four companies of 100 men each, in the only expedition soldiers from this country have ever made beyond the continent, to Carthagera, South America. James Innes (afterwards Colonel in the French war), Robert Holton and Coltrane were three of the captains. In the same year, 1740, she sent troops in the expedition, under Oglethorpe, against St. Augustine, Fla., then held by the Spanish. Her troops in that expedition were combined with Virginia and South Carolina troops into a regiment commanded by Van Derdussen.

In the French war, she sent in 1754, the year before Braddock's defeat, a regiment to Winchester, Va., under command of Col. James Innes, who took the command, outranking at the time Colonel George Washington, who then commanded the Virginia forces. In 1755 she sent 100 men under Captain Edward Brice Dobbs (son of Governor Dobbs) in the ill-fated Braddock expedition, but fortunately they were in the reserve under Col. Dunbar, and did not share in the defeat. In 1756 she sent four companies to New York under Major Dobbs. Two years later North Carolina sent three companies under Major Hugh Waddell in General Forbes' expedition which took Fort Du Quesne, the North Carolinians being the first to enter the fort.

Her troops who fought the battle of Alamance against the Regulators 16th of May, 1771, were detachments of militia commanded by their Colonels under Governor Tryon, who was in chief command. General Hugh Waddell, who had seen service against the French and Indians, in a lower rank, commanded some 300 militia across the Yadkin, but did not reach the battlefield.

#### IN THE REVOLUTION—1775-'83.

North Carolina had in the "Continental Line":

One Major-General—Robert Howe.

Four Brigadier-Generals—(1) James Moore, died in service, February, 1777; (2) Francis Nash, killed at Germantown, October, 1777; (3) Jethro Sumner; (4) James Hogue, died a prison of war at Charleston, S. C., January 4, 1781.

Besides these, who were regular or Continental officers, the following Generals of Militia commanded troops in action:

General John Ashe, at Briar Creek, Ga., March, 1779.

General Richard Caswell, at Camden, S. C., August, 1780.

General Isaac Gregory, at Camden, S. C., August, 1780,



where he was wounded and the conduct of his men highly praised by the British.

General Griffith Rutherford, at Stono, June, 1779, and at Camden, S. C., August, 1780, where he was wounded and captured. He commanded also in the expeditions against the Scovillite Tories and the Overhill Indians.

General William Davidson, killed at Cowan's Ford, February 1, 1781. (He had been a Lieutenant-Colonel in the Continental Line).

General John Butler, at Stono, June 20, 1779; at Camden, August 16, 1780, and at Guilford C. H., March 15, 1781.

General William Eaton, Guilford C. H., March 15, 1781.

North Carolina furnished ten regiments of Regulars to the Continental Line, one battery of artillery (Kingsbury's), and three companies of cavalry. Besides this her militia were frequently ordered out on "tours of duty." Alone and unaided they won the brilliant victories at Moore's Creek, Ramsour's Mills and King's Mountain, and helped the regulars lose the battles of Camden and Guilford C. H. Under Rutherford's leadership, early in 1776, they so crushed the Scovillite Tories in South Carolina, and in July of that year, the Overhill Indians in Tennessee, that neither gave further trouble during the entire war. In the latter expedition 2,400 North Carolina militia were engaged. They also shared in the battles of Stono, Briar Creek, Cowpens and the defence and surrender of Charleston. The North Carolina Continentals rendered efficient service at Brandywine, Germantown, Monmouth, at the capture of Stony Point (where they had a conspicuous part), at Hobkirk's Hill, Eutaw, at both sieges of Charleston and Savannah and elsewhere, and formed a part of the garrison of West Point, when our General Howe succeeded Arnold in command there.

## IN THE WAR OF 1812-'15.

Brigadier-General Joseph Graham was sent in command of the brigade of North Carolina and South Carolina troops, in 1814, to the aid of General Andrew Jackson in the Creek War. General Graham had attained the rank of Major in the Revolutionary War, and had been badly wounded at the capture of Charlotte, 1780. A brigade of militia, under General Joseph F. Dickinson, was the same year marched to Norfolk, where they remained four months and were present when the British fleet was driven back at the battle off Craney Island. We also sent troops to Canada where Colonel Benjamin Forsythe was among the killed.

Johnson Blakely, of Wilmington, in command of the "Wasp," rendered efficient service at sea.

## IN MEXICAN WAR—1846-'47.

Colonel Robert Treat Paine, of North Carolina regiment.

Colonel Louis D. Wilson, 12th U. S. Infantry, died at Vera Cruz, August 13, 1847.

North Carolina had no general in that war. She furnished one regiment of volunteers (Paine's) and one company to the 12th U. S. in the regular service.

## IN THE CIVIL WAR—1861-'65.

Two Lieutenant-Generals—(1) T. H. Holmes, (2) D. H. Hill.

Six Major-Generals—(1) Robert Ransom, (2) W. D. Pender, died of wounds received at Gettysburg in July, 1863; (3) R. F. Hoke, (4) S. D. Ramsour, killed at Cedar Run, 1864; (5) W. H. C. Whiting, died of wounds received at Fort Fisher, January 21, 1865; (6) Bryan Grimes.

Twenty-five Brigadier-Generals—(1) Richard C. Gatling, (2) L. O'B. Branch, killed at Sharpsburg, September 17, 1862; (3) J. Johnston Pettigrew, died of wounds received



at Falling Waters, July 14, 1863; (4) James G. Martin, (5) Thomas L. Clingman, (6) Geo. B. Anderson, died of wounds received at Sharpsburg, September 17, 1862; (7) Junius Daniel, died of wounds received at Wilderness, May, 1864; (8) John R. Cooke, (9) James H. Lane, (10) Robert B. Vance, since M. C.; (11) Matthew W. Ransom, since U. S. Senator; (12) Alfred M. Scales, Governor 1885-1889; (13) Lawrence S. Baker, (14) William W. Kirkland, (15) Robert D. Johnston, (16) James B. Gordon, died of wounds received at Yellow Tavern, 14th May, 1864; (17) W. Gaston Lewis, (18) W. R. Cox, since M. C.; (19) Thos. F. Toon, (20) Rufus Barringer, (21) A. C. Godwin, killed at Winchester 29th September, 1864; (22) William MacRae, (23) Collett Leventhrope, (24) John D. Barry, (25) William P. Roberts, since State Auditor.

General Iverson for a while commanded a North Carolina brigade, but he was a Georgian. There were many natives of North Carolina not in the above list because appointed from other States, as General Baxton Bragg, Lieutenant-General Leonidas Polk, Major-General C. M. Wilcox, Brigadier Generals Zollicoffer, McCullough, Rains and many others. On the other hand Major General Whiting, born in Mississippi, and Brigadier General Cooke, born in Missouri, are in the list because they threw in their fortunes with North Carolina during the war and were appointed from this State.

At sea, James I. Waddell, in command of the Shenandoah, illustrated the courage of his race and State on every sea. In the above lists the Generals are named according to the dates of their respective commissions.

Notwithstanding the State furnished 120,000 troops to the Confederacy, it had at the close of the war in service only one Lieutenant-General, D. H. Hill, and three Major Generals, Robert Ransom, Robert F. Hoke and Bryan Grimes—Pender, Whiting and Ramseur having been killed

in battle. Of her twenty-five Brigadier Generals six (Branch, Pettigrew, Anderson, Daniel, Gordon and Godwin) were killed; one was on the retired list, one in the State service as Adjutant General, and four prisoners of war, leaving nine in service and four at home wounded, several of our depleted brigades being commanded by colonels and majors and one even by a captain. At the Appomattox surrender (April 9, 1865) the parole list shows from North Carolina one Major General, Bryan Grimes, commanding division, and six Brigadier Generals were paroled in command of their respective brigades—John R. Cooke, James H. Lane, M. W. Ransom, W. G. Lewis, William R. Cox and W. P. Roberts. Another, General Rufus Barringer, had been captured the week before, during the retreat.

At Joseph E. Johnston's surrender, April 26, 1865, North Carolina had one Lieutenant General, D. H. Hill; one Major General, Robert F. Hoke, and one Brigadier, Kirkland; though Leventhorpe and Baker, with their commands, were also embraced in the terms.

To this war North Carolina sent seventy-six regiments and fifteen battalions.

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## JONES' DREAM.

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BY WILLIAM HAWLEY SMITH.

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It was the first day of the year. Dennis Duval was plodding along on horseback through the mud and the mist when he met, at the section corners, Mr. Paul Jones, a neighbor, mounted like himself, and the two headed their horses into the same lane and jogged along together. Duval gave Jones a "Happy New Year" as they met, to which Jones replied in a low monotone, "the same to you," and



then became silent. The splash of the horses feet was the only sound for several rods, when Duval broke out :

"What's the matter, Jones? I never saw you look so tore up in my life. You're always counted the best man in the business for joke, but you don't look much like it to-day. What's the matter? Anybody dead?"

Jones looked up, gave a grim smile, and replied :

"No, there ain't anybody dead, but I dreamed there was, that's all," and again he was silent.

Nothing but splashing for the next eighty rods, at the end of which Duval again made an attempt at conversation :

"You dreamed there was? Who'd you dream was?"

"Myself," said Jones, with a wink and a sly grin from under his slouched hat.

"That you was?" said Duval ; and then there was silence again.

At length Jones heaved a deep sigh, straightened himself in his saddle and spoke as follows :

"Yes, I dreamed I was dead. Didn't dream much about the dyin' part, but the first I knew I was standin' afore a gate and waitin' to get in. I waited around a while, and nobody seemed to come ; so I stepped into a kind of a little office just to one side o' the gate to wait. 'Twas a nice kind of a room, not very big, and I was goin' around it lookin at things while I was waitin' ; and first I knew I saw a big book like a ledger, set up on a desk or frame like. I kind o' wondered what it was, and as it was right out in the room where anybody could see it, I went up and looked at it, and as sure as I'm a sinner, there stood my account. It was headed in good style, 'Paul Jones, in account, etc.,' Dr. on one side and Cr. on the other. It kind 'o took me back a little to run onto it so sudden, but I'd been thinking about it more or less all the time I'd been waitin'. Well, nobody'd come yet, so I got to looking over the account. The first statement was, 'General business account,' and I

don't want to brag but I had a pretty fair showing, take it all around. I was charged up with some things, just as I deserved to be, but in the main I confess I was pretty well pleased with the way the account looked.

"Well, then came the 'Church and benevolent Society account,' and that made a fair show, too. You see I've always had considerable to give, and I've liked to give pretty well, and so I've given a good deal one way and another, and it was all down all right. There was one or two charges, though, on the other side, that got me a little. For instance, there was 'neglecting meetings,' and 'giving for personal benefit,' and 'giving for the sake of public approval.' That got me a little, but I stood that pretty well. I went on down to the 'Widows' and Orphans' Account,' which was in pretty good shape, too, and I was beginning to feel pretty good, when I struck 'School Directors' Account!' and I tell you, Duval, my heart struck the bottom of my boots like lead. You see I'd never thought about running an account with that headin' anyhow. But there it was, and I had to face it. Well, as soon as I got my breath, I took a look at it. I daresn't tell you all there was there, but it just makes me sick now to think about it. Why the Dr. column run on for about six pages, and here's about the way it went:

"Item—Neglecting to keep school house in repair, on account of which Geo. Newcomb's little girl caught cold and died, and several children suffered severely. [See testimony of Newcomb's little girl].

"Item—Neglecting to stand by the teacher when some meddlesome people in the district tried to break up the school.

"Item—Hiring Melitable Parker (you see, she was my wife's cousin, and had been spending the summer visitin' us) to teach the school, she being young and inexperienced, when Hiram Samson could have been hired in her stead,



he being an experienced and accomplished teacher, the change being made for the sake of saving five dollars a month.

“Item—Neglecting to visit school and personally inspect the work of teachers and pupils.

“Neglecting to confer with teacher and patrons about the interests of the school, and so on. (Here it went, page after page, all charged up).

“Item—Neglecting to insist on uniformity of textbooks, and so greatly crippling the school.

“Item—Allowing private family quarrels in the district to interfere with and weaken the school.’

“I can’t give ’em all, but they made my hair stand on end when I read ’em.”

“Was there nothin’ on the other side of the account?” put in Duval.

“Well, yes; clear on the other end there was just one item, and that was, ‘Credit by balance, for serving as school director for nineteen years without pay, and subject to the growls and slanders of the whole district.’”

And the old man winked slowly with both eyes, as he looked his companion in the face. He then proceeded:

“That let up on me a little, but even that couldn’t make me feel just right, and I was pretty well down in the mouth about that business, when I heard the door open, and I turned round to see who had come, and it was my little girl, who came to tell me breakfast was ready and wish me a ‘Happy New Year.’ Well, I got up and eat my breakfast, but I kept thinkin’ of my dream, and I just made up my mind that I’m goin’ to do what I can for the rest of my natural life to make a better lookin’ record than that, when the time really does come that I have to face it. There’s our school-house now, with no foundation under it, half a dozen panes of glass out, a poor stove, cracks in the floor, the plasterin’ off in three or four places, so that the wind

blows right in; the outhouses without roofs and their sides torn half off, and I don't know what else; and I'm on my way now to call a meetin' of the board to fix things up, and if they arn't better'n they are now inside of a week, why my name ain't Paul Jones, that's all, and if ever I hire a teacher for any reason except because he's the man for the place, it'll be because I get fooled. Good morning."

And at the section corner they splashed away from each other at right-angle, Jones to call the board together, and Duval to tell a reporter of Jones' dream and its results.—*The Western Teacher.*

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## VISITORS AND VISITING.

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Visit schools often.

Visit to learn rather than to criticise.

You can learn something from the poorest school you ever saw.

Don't make the day for visiting schools a holiday.

Don't try to do a season's shopping on the same day you take for visiting.

Take notes; you may remember the points you observe for a time, but if you write them, you have them to keep.

Don't talk to the teacher while she is giving a lesson, or at any time during the session. That time isn't yours or hers; if you wish to ask questions, make a note of them, and ask after school, or when she is at leisure. But if she is going home to dinner, be careful not to detain her too long.

If you have a friend with you, don't talk or whisper to her; it annoys and disturbs both teacher and pupils.

Don't visit schools Friday for your own convenience; any day of the week is better than Friday.



Don't visit on the last few days of a term, for then examinations are generally in progress, and you see only written work.

Don't visit the day after a holiday; it takes one day to recover from a holiday; usually both teachers and scholars are tired after it.

Go to some town or city where you are sure you will see some good work and up-to-date teaching.

Don't ask a teacher to change her program for you; only superintendents should have that privilege. If a teacher should ask you what you would like to see or hear, then it is perfectly right for you to express your preference, but don't initiate the change yourself.

Don't sit in front of blackboard work that children are copying, and don't wait for the teacher to ask you to move. Perhaps she is too busy to notice what the trouble is, but you know, or ought to, by the children stretching out of their seats to see.

Don't visit too many schools in one day. Stay in one room long enough to pay the teacher for getting you a chair, and for causing her the interruption. Some superintendents pretend to say that they can judge a school and teacher the minute they enter a room. But there are a good many minutes in each day when I should not care to have my school judged.

Don't come back to your own school feeling discouraged; put into immediate use the ideas you have gained.

Don't come back to your school feeling too self-satisfied with it; you have gained something that you can incorporate and make your school better. Self-satisfaction is always a dangerous port to make.

Don't make unjust comparisons. If you find remarkable work in a first grade, put your common sense to work to inquire the way and wherefore of it. First ascertain the ages of the children. If you find them to be seven, eight,

and even nine years old, as you will be sure to, what right have you to compare those children with your five-year-olds? Eight-year-old children ought to be three more years advanced than five-year children, no matter if they are an ornament to some one's first grade. I should consider them a disgrace, and it isn't the children's fault either. It is hard to pull the wool over the eyes of an experienced teacher by tacking a young grade to old children.

How many scholars has that teacher who has such wonderful results in her first grade? Thirty. Well, compare that number with your sixty or seventy. There will probably be several more things to be equalized before comparisons can be made, but if you make them, get the same conditions together to compare.

When you have visitors be as unconscious of them as possible.

Try to show your school fairly, giving all the children a chance. Don't call on the bright ones over and over again. Not long ago a principal took me into a room where he told me I should hear some fine reading. He left me for half an hour, and the lesson began. A dear little girl was called upon and was allowed to read a whole page. When she had finished the first paragraph, I knew she was a most excellent reader, but the teacher evidently wanted me to be sure of it, for she called upon that same child to read five times during the half hour, and upon only seven others in the class of fifty. I did not think that a fair average.

Try to show the work of the children in actual process, rather than work they have done at some other time. Seeing is believing. A five-year-old boy told the whole story of much exhibition work when he went home the other day, and said, "Mamma, when we make something very nice, Miss P—takes it and fixes it just right and puts it in the cabinet." So many things are fixed *just right* by—the teachers, not the scholars.

LIZZIE MORSE,

*In Journal of Education.*



## IN THE SCHOOL-ROOM.

### THE CHILD'S NEED OF SYMPATHY.

The child needs sympathy, companionship, love.

Here, also, the instinct of the higher quadrupeds show in a touching way the same demand. The dog's desire, more pressing than the desire for food, and often displacing it, is to be with his master. If his master is within doors, the dog wishes to lie at his feet; if he goes to another room, the dog must also go, and establish himself there; if he goes forth to walk or ride, the four-footed friend bounds along in bliss, overjoyed to traverse miles of country which he would never visit alone. An occasional tender word contents him, but without companionship he can do nothing. Strange that we recognize this instinct in the animal, and often ignore it in the child.

Every child needs companionship; to have some one to whom every joy may be imparted. Some of the most conscientious and devoted parents who have lived have been those who have never kissed their children, and the same habit of repression still shows itself in some households in regard to all communications with the young.

A woman of genius, not now living, once told me she did not know how to tell time until she was eighteen, because her father had undertaken to explain it to her when she was twelve, and she was afraid to let him know that she had failed to comprehend him. Yet she said that he had never in his life spoken to her one harsh word. It was simply the attitude of cold repression that froze her. "His heart was pure—and terrible. I think there was not another like it on earth."—*Exchange*.

Oliver Wendell Homes said: "The human race is divided into two classes—those who go ahead and do something, and those who sit and inquire, 'why wasn't it done the other way?'"

And when the world shall link your names  
With gracious lives and manners fine,  
The teacher shall assert her claims,  
And proudly whisper, "These are mine."  
—*Whittier.*

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### SPEAKING.

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Speaking should be used among the very first steps in education. Children should be encouraged to tell the arguments of the stories they read. They should also be encouraged to discuss things they have seen and heard. There is danger of having them talk too much, however. Caution is necessary; they must be taught to penetrate to the essentials, and to use few words.

There are many exercises adapted to class use. Students may be timed, and given three or five minutes to tell some folk-lore story, or they may be led to give an argument of some poem or drama that they may be reading. This exercise can be adapted to the youngest and to the most advanced student. A beginning may be made with one of the tales of the "Wayside Inn" or "Evangeline," or a subject may be assigned as difficult as the argument of a Greek play.

Another very important exercise is discussion. A student should be allowed to select a topic in which he is interested. This may be the simplest event about the school or college, or it may be some great national or international issue. The students should be timed to speak from three to five



minutes; the timing is very important, as they must be trained to penetrate to fundamentals and to give these in few words. Good speaking must be more concise than essay-writing or story-telling.—*From "School of Expression," Boston.*

### EXPRESSIONS TO BE AVOIDED.

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Guess, for suppose or think.

Fix, for arrange or prepare.

Ride and drive, interchangeable. (Americanism).

Real, as an adverb, in expressions real good for really or very good, etc.

Some or any, in an adverbial sense, e. g.: "I have studied some," for somewhat; "I have not studied any," for at all.

Some ten days, for about ten days.

Not as I know, for that I know.

Storms, for it rains or snows, moderately.

Try an experiment, for make an experiment.

Singular subject with contracted plural verb e. g.: "She don't skate well."

Plural pronoun with singular antecedent: Every man or woman do "their" duty; or, if you look anyone straight in the face "they" will flinch.

Expect, for suspect.

First rate, as an adverb.

Nice, indiscriminately.

Had rather, for would rather.

Had better, for would better.

Right away, for immediately.

Party, for person.

Promise, for assure.

Posted, for informed.

Post graduate, for graduate.

Depot, for station.  
Try and go, for try to go.  
Try and do, for try to do.  
Cunning, for smart, dainty.  
Cute, for acute.  
Funny, for odd or unusual.  
Above, foregoing, more than or beyond.  
Does it look good enough, for well enough.  
The matter of, for the matter with.  
Like I do, for as I do.  
Not as good as, for not so good as.  
Feel badly, for feel bad.  
Feel good, for feel well.  
Between seven, for among seven.  
Seldom or ever, for seldom if ever, or seldom or never.  
Taste or smell of, when used transitively.  
More than you think for, for more than you think.  
These kind, for this kind.  
Nicely, in response to an inquiry.  
Healthy, for wholesome.  
Just as soon, for just as lief.  
Kind of, to indicate a moderate degree.

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“WHOM THE GODS LOVE DIE YOUNG.”

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THE REASON GIVEN BY A GIRL FOR REFUSING AN OFFER  
OF MARRIAGE.

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“Ah, Miss Young,” simpered the old professor to the pretty scholar, “you are a favorite of the gods, I think.”

“Yes?” she responded with a questioning blush.

“Yes, my dear,” he said, coming a little closer; “and with mortals, too,” he stammered.



"Yes?" she replied again, oh, so innocently.

"And—and with one especially," he said insinuatingly.

"Yes?"

"And—and—Miss Young, will you marry me?" he exclaimed, catching at her hand.

She let him take it and with an arch look she said conclusively:

"No, Professor, no, whom the gods love die Young.

The lesson in philosophy went on as before.—*Detroit Free Press.*

## EDITORIAL.

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HAVE you paid your subscription to THE TEACHER for the year? If not, isn't this a good time for doing so?

THE schools are all full of children, and some are even "running over." Isn't this a sign of returning good times for North Carolina? We think so.

THIS number begins the thirteenth volume of THE TEACHER, and we intend to try to make it bright and sparkling with educational news, and useful to every teacher. We want to hear from you in a contribution upon some educational question.

WE WANT teachers to write to us. Tell us what you have been doing during the summer vacation, and where you are now at work. Tell us all the school news in your county, and let us know what teachers have married, or died, or changed their work or residence.

OUR public schools are now in the hands of the new County Examiners who take the place of the former Superintendents. The duties of the new office are much the same as before, and we are glad to note that the schools are continuing to prosper and our new County Examiners are doing their work well.

THE TEACHER will publish the views of any responsible person upon any educational subject, but it is not to be supposed that the editor endorses all the opinions of contributors simply because he publishes them. The mission of THE TEACHER is to give every side of every educational question a fair hearing, and this we shall try to do.



EVERY teacher who can do so should spend at least three days at the Atlanta Exposition. The exhibit is the best ever seen in the South, and a visit to it is worth to a teacher several years of reading and study. On certain days of each week the railroad ticket is only one fare for round trip, and good board and lodging in Atlanta may be had for \$1.50 a day. A week's trip ought to be made for \$20, to include all necessary expenses.

DO YOU think that a really live and progressive teacher in this State can afford to do without THE NORTH CAROLINA TEACHER? Of course you want to "keep in touch" with the brotherhood, and the only way to enjoy this privilege is to have your name on the subscription book of your State journal of education. No person can do good work without good tools, and the educational journal is one of the teacher's most valuable tools.

IT MATTERS not whether your salary is fifteen or forty dollars a month, if you have accepted a school for this season it is your duty to do the very best work of which you are capable. You may be employed by a "cheap school committee," but you are working for priceless boys and girls. With the committee your work may end in a few months, or until they can find a cheaper teacher, but with your pupils your work, whether good or bad, is to be a thing of a lifetime. Then, teacher, whoever you may be, if you feel that you are not being paid enough for your work, do not "even up" by neglecting your pupils, but resign your place at once, for you cannot afford to sacrifice your self-respect and integrity by holding the position unfaithfully even for another day.















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